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STF
Cincinnati
Education

COMMON SCHOOLS OF CINCINNATI.

PART FIRST.

FORTY-SEVENTH

ANNUAL REPORT

FOR THE

SCHOOL-YEAR ENDING AUGUST 31, 1876.

PART SECOND.

A HAND-BOOK

FOR THE SCHOOL YEAR ENDING AUGUST 31, 1877.

PRINTED BY ORDER OF THE BOARD.

CINCINNATI:
TIMES BOOK AND JOB PRINTING ESTABLISHMENT.
1877.

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PART FIRST.

Report of the President.

THE requirements of the School Law of the State of Ohio, compel the Board of Education to make an annual report of the condition of the schools under its charge, and a statement of the receipts and expenditures during the year.

In accordance with this, the Board of Education of the School District of Cincinnati presents an account of its stewardship.

The following Tables give the receipts and expenditures during the School Year ending August 31, 1876, and also a comparative statement of expenses during the three preceding years, compiled from the books of the Clerk of the Board.

The receipts do not show the full amount of the last half of the taxes of 1875, as will be seen by the figures, which will account for an apparent deficit between receipts and expenditures.

RECEIPTS.

TAXES.		
Balance of last installment of taxes of 1874.....	\$75,978 50	
First installment of taxes of 1875, in full.....	347,669 22	
Second installment of taxes of 1875, on account	245,261 75	
		\$668,909 47
HIGH SCHOOL FUNDS.		
Woodward fund.....	8,275 13	
Hughes fund.....	1,785 89	
		10,061 02
TUITION OF NON-RESIDENTS.		
High schools.....	4,389 00	
Other schools	2,184 20	
		6,573 20
First payment on Brachmann lot, 60 feet by 200 feet, on Fifth street, opposite Mound street, sold to O. M. Langdon		6,900 00
Interest on deposits in Third National Bank.....		3,629 61
Judgment in suit against E. C. Crofton.....		1,207 00
Sale of impounded hogs, for which no owner appeared		1,147 85
Various sales and refunders.....		110 80
Total receipts		\$698,538 95

EXPENDITURES.

	12 Months ending August 31, 1873.	12 Months ending August 31, 1874.	12 Months ending August 31, 1875.	12 Months ending August 31, 1876.
Tuition in day schools.....	\$409,598 74	\$424,198 89	\$457,219 94	\$477,953 55
Tuition in night schools.....	11,326 62	12,992 37	13,625 41	15,571 72
Tuition out of city	1,614 93	584 33	988 76	.....
Officers' salaries	14,220 62	10,567 10	12,341 97	11,600 15
Librarians' salaries.....	14,899 04	15,309 00	18,827 68	20,879 28
Janitors' salaries.....	19,420 41	19,903 77	22,221 60	23,745 57
New buildings.....	172,896 34	77,492 27	20,485 10	87,344 76
Repairs	28,273 31	21,692 27	28,899 06	22,896 49
Lots	15,322 00	36,000 00	17,282 52	24,225 50
Furniture	7,589 12	7,353 64	9,978 24	3,723 75
Heating fixtures	6,820 65	3,626 20	11,508 18	6,094 25
Rent	3,270 79	3,817 62	1,302 89	1,733 16
Fuel	11,656 42	16,104 67	11,237 36	6,135 76
Supplies.....	7,742 11	6,931 01	9,033 59	5,622 27
Printing.....	4,295 70	3,929 84	4,062 50	4,770 97
Advertising	224 02	643 59	588 75	776 28
Gas	2,460 55	2,937 81	4,938 33	6,091 69
Interest	17,084 39	1,352 73	180 00	60 00
Census .....	.....	1,391 52	1,271 31	1,243 78
Woodburn bonds .....	.....	1,500 00	1,500 00	1,500 00
Insurance	112 50	101 25	112 50	112 50
Free books	238 82	345 19	700 48	545 80
Incidentals.....	1,279 40	3,709 04	2,369 85	* 2,393 55
Total.....	750,346 48	672,484 11	650,676 02	725,020 78

* Including \$1,007.80 expenses of contributions to the Centennial Exposition.

The statement made in the report of 1874-'75, regarding the economy of the Board and the determination of its members to "live within their means" has been fully verified, and the Treasury of the Board will have a balance on hand on January 1877. The only increased items of expenditure are those of tuition, consequent upon the increased attendance in our schools, and the natural increase of salaries of teachers, who, by experience and merit, have been advanced in compliance with the rules of the Board; and also, the payment of amount due on buildings.

The following buildings in course of erection, as mentioned in last report, have been completed and paid for at the following cost :

Fairmount House.....	\$37,302 81
Columbia House.....	42,268 95 .
Pendleton House, (addition)	11,816 25
<hr/>	
Total cost	\$91,388 01

The Committee on Funds and Taxes have not reported in favor of new school houses during the ensuing year, and upon very careful estimates of the actual necessary expenses for school purposes, recommended a levy of two and a half mills on the tax duplicate. This report was concurred in by the Board of Education, and the citizens are to be congratulated upon having the smallest tax levy ever made for their schools in the City of Cincinnati, and a levy of only about one half that of any other city in the State of Ohio, without impairing in the least the efficiency of the schools, or in the slightest manner retarding the rapid progress they are making to the foremost position in education in the United States. The commendations of educators, native and foreign, upon the exhibit of *school work* at the Centennial Exposition, warrant this assertion.

Cincinnati in that exhibition displayed only the *work of the pupil*, no show of school apparatus was made, but an examination of the interior of the volumes presented, satisfied the most skeptical of the excellence of our system. I quote from the *American Bookseller* of August, 1876, speaking of Cincinnati's exhibit in the Department of Education, which says:

* * * * * "The classification here of the work and the pains-taking care with which it has been prepared challenge our admiration. Where all is so good it is difficult to select anything for particular commendation."

The various departments of our system of education have steadily advanced during the past year, and the experience of the Superintendent, JOHN B. PEASLEE, who has taught in every grade and now skilfully directs the entire corps, and his untiring energy and love of his work guarantee still better results.

The German department has increased in greater proportion than others, and attention is directed to the report of the Committee under whose charge this essential branch is placed.

In Penmanship the schools of our city stand pre-eminently ahead of all others, and the system and careful training of teachers and pupils by Professor A. E. BURNETT and his assistants, will undoubtedly enable us to maintain that position.

The Drawing department under charge of Prof. ARTHUR FORBRIGER and assistants, has, notwithstanding many obstacles, moved steadily forward, and this useful branch of school culture promises a bright and successful future.

The patronage and encouragement by the citizens of Cincinnati, of that "universal language," Music, has added greatly to the study of the art in our schools, and the chorus of the May Musical Festivals, biennially, will be

supplied by those whose early training under the guidance of Professor CHARLES AIKEN (whose life has been spent in our schools), and the able assistants under his charge, entitles them to that position.

The Centennial Report, referring to our Normal school, says :

"Finding so much good primary school work, the visitor naturally expects to find some evidence of the careful preparation of teachers, and he is not disappointed. The work shown by Normal school students, admirably illustrates the methods of teaching the common branches, particular attention being paid to the work of the first primary years."

This branch of our system has, to many, been objectionable. Yet it will be seen that to develop as rapidly as possible, the minds of the youth under our charge, the majority of whom leave school before they reach the age of 12 years, skilled instructors are essential, and no better way can be devised than that of training the teacher in the class-room.

It is, however, a question whether the standard of graduation at the Normal school is as high as it should be. Miss LATHROP in charge of this school deserves well of the public for her diligence and energy.

The Colored schools have, since they were placed in charge of the Board of Education, shown marked improvement. The course of study being identical with that of the other schools, and under the charge of the very best talent the city affords, no doubt our colored citizens are ready to acknowledge the benefits of the change.

The Night schools of this city have become a very important factor in the matter of education. During the past winter they were well attended, save in one or two localities where an epidemic prevailed.

The Board of Education has spared no pains in selecting the most convenient houses, and providing the very best teachers at their command, and they ask the co-operation

of the public in endeavoring to give those whose circumstances prevented a finished or an early education, an opportunity to study and elevate themselves.

The Night High School takes up the higher branches, and each department is presided over by the best special talent that can be secured from our *corps* of teachers. The pupils in attendance are such as can not be reached by the day schools, and the earnestness with which they embrace the benefits here tendered them, conclusively proves, that they appreciate the same. A full and thorough course in book-keeping is given, and graduates are awarded diplomas upon its completion. Many of them occupy responsible and profitable positions, and owe their success in a great measure, to the influences thrown around them while at the Night High School. Mr. WM. A. FILLMORE, the principal in charge, and his able assistants, deserve great credit for the thorough and successful manner in which their duties have been performed.

These schools will re-open October 23, 1876.

At various periods during the past eight years, efforts were made to establish a school for the education of Deaf-Mutes, and although this subject was referred to committees, nothing tangible was ever presented until in 1874, when Mr. HENRY BERTLING, as Chairman of the Committee on ungraded schools recommended, and the Board established, a school in the Second Intermediate Building on Ninth near Main street. This class numbering about twenty children has exhibited a greater desire for learning than any of the pupils of our schools, and under the direction of ROBERT P. MCGREGOR, has made rapid progress.

The Board of Education in this particular has benefited a class that would otherwise grow up in ignorance, and we have to notice with pride that other cities North and

West have imitated Cincinnati in this, as in many other respects.

The Public Library under the management of the Board of Managers and control of the Board of Education, has increased its usefulness and become an institution of which our citizens may justly feel proud. Reference is made to the annual report of the Librarian contained in this volume.

Unoccupied property still in possession of the Board has been withheld from sale owing to the depressed times and consequent depreciation of real estate, but will be disposed of at as early a date as possible.

Attention is respectfully asked of the public to the Reports of the Clerk, Superintendent and various Committees of the Board, for detailed statements of their several departments.

For the Board,

WM. J. O'NEIL, *President.*

Clerk's Financial Report.

OFFICE OF BOARD OF EDUCATION, }
CINCINNATI, September 1, 1876. }

*To the Board of Education of the
School District of Cincinnati:*

GENTLEMEN—I herewith submit to your honorable body,
my Fifth Financial Statement, for the year ending August
31, 1876:

RECEIPTS.

TAXES.		
Balance of last installment of taxes of 1874 ...	\$75,978 50	
First installment of taxes of 1875, in full	347,669 22	
Second installment of taxes of 1875, on account ..	245,261 75	
		\$668,909 47
TUITION OF NON-RESIDENTS.		
High schools.....	4,389 00	
Other schools	2,184 20	
		6,573 20
HIGH SCHOOL FUNDS.		
Woodward Fund	8,275 13	
Hughes Fund	1,785 89	
		10,061 02
First payment of lot 60x200 feet (eastern part of Brachmann lot on Fifth street), sold to O. M. Langdon.....		6,900 00
<i>Amount carried forward.....</i>		\$692,443 69

<i>Amount brought forward</i>.....	.....	\$692,443 69
Interest on deposits in Third National Bank.....	.....	3,629 61
Judgment in suit against E. C. Crofton.....	.....	1,207 00
Received from City Soliciter on account of 47 fat hogs impounded and without known own- ers .....	.....	1,147 85
Various sales and refunders.....	.....	110 80
Total Receipts .....	.....	\$698,538 95

EXPENDITURES.

FIRST DISTRICT.		
Tuition.....	\$15,456 69	
Janitor's services.....	639 60	
Fuel.....	304 14	
Furniture.....	4 00	
Repairs and Improvements.....	829 99	
Heating fixtures.....	193 84	
		\$17,428 26
SECOND DISTRICT.		
Tuition.....	11,573 07	
Janitor's services.....	499 20	
Fuel.....	259 75	
Furniture.....	9 00	
Repairs and improvements.....	359 70	
Heating fixtures.....	9 25	
		12,709 97
THIRD DISTRICT.		
Tuition.....	10,600 63	
Janitor's services.....	499 20	
Fuel.....	171 24	
Furniture.....	16 50	
Repairs and improvements.....	442 80	
Heating fixtures.....	93 42	
		11,823 79
FOURTH DISTRICT.		
Tuition.....	7,939 41	
Janitress' services.....	374 40	
Fuel.....	133 68	
Furniture.....	1 50	
Repairs and improvements.....	1,064 45	
Heating fixtures.....	26 15	
		9,539 59
FIFTH DISTRICT.		
Tuition.....	13,967 19	
Janitor's services.....	639 60	
<i>Amount carried forward.....</i>	<i>\$14,606 79</i>	<i>\$51,501 61</i>

<i>Amount brought forward</i>	\$14,606 79	\$51,501 61
Fuel.....	353 87	
Repairs and improvements.....	287 25	
Heating fixtures.....	15 25	15,263 16
SIXTH DISTRICT.		
Tuition.....	18,764 10	
Janitor's services.....	811 20	
Fuel.....	11 00	
Furniture.....	111 95	
Repairs and improvements.....	876 86	
Heating fixtures.....	155 55	20,730 66
SEVENTH DISTRICT.		
Tuition.....	8,617 58	
Janitor's services.....	499 20	
Fuel.....	127 79	
Furniture.....	39 00	
Repairs and improvements.....	77 58	
Heating fixtures.....	229 52	9,590 67
EIGHTH DISTRICT.		
Tuition.....	14,210 43	
Janitor's services.....	751 08	
Fuel.....	319 03	
Furniture.....	179 30	
Repairs and improvements.....	323 36	
Heating fixtures.....	588 83	
Ground rent.....	100 00	
Gas.....	32 71	16,504 74
NINTH DISTRICT.		
Tuition.....	10,141 95	
Janitress' services.....	499 20	
Fuel.....	32 50	
Furniture.....	110 15	
Repairs and improvements.....	230 51	
Heating fixtures.....	52 24	11,066 55
TENTH DISTRICT.		
Tuition.....	14,931 58	
Janitor's services.....	639 60	
Fuel.....	6 00	
Furniture.....	41 87	
Repairs and improvements.....	162 25	
<i>Amount carried forward</i>	\$15,781 30	\$124,657 39

CLERK'S FINANCIAL REPORT.

19

<i>Amount brought forward</i>	\$15,781 30	\$124,657 39
Heating fixtures.....	247 64	
Gas ..	55 80	
		16,084 74

ELEVENTH DISTRICT.

Tuition.....	21,626 00	
Janitor's services.....	764 40	
Fuel.....	517 37	
Furniture.....	321 30	
Repairs and improvements.....	898 12	
Heating fixtures.....	562 62	
		24,689 81

TWELFTH DISTRICT.

Tuition.....	16,759 11	
Janitor's services.....	686 40	
Fuel.....	377 70	
Furniture	222 10	
Repairs and improvements.....	1,041 67	
Heating fixtures.....	359 58	
Last payment on Budd lot.....	8,820 50	
		28,267 06

THIRTEENTH DISTRICT.

Tuition.....	16,854 84	
Janitor's services.....	748 80	
Fuel.....	2 50	
Furniture.....	11 20	
Repairs and improvements.....	1,187 22	
Heating fixtures.....	230 85	
		19,035 41

FOURTEENTH DISTRICT.

Tuition.....	16,234 77	
Janitors' services.....	717 60	
Fuel.....	30 25	
Furniture.....	94 40	
Repairs and improvements.....	558 12	
Heating fixtures.....	193 06	
Ground rent.	357 00	
		18,185 20

FIFTEENTH DISTRICT.

Tuition.....	18,202 61	
Janitor's services.....	639 60	
Fuel.....	391 48	
Furniture.....	138 75	
Repairs and improvements.....	868 88	
Heating fixtures.....	235 35	
<i>Amount carried forward</i>	\$20,476 67	\$230,919 61

<i>Amount brought forward</i>	\$20,476 67	\$230,919 61
Survey of new lot.....	10 00	20,486 67
SIXTEENTH DISTRICT.		
Tuition.....	10,148 83	
Janitor's services.....	499 20	
Furniture.....	27 15	
Repairs and improvements.....	1,019 04	
Heating fixtures.....	189 40	
		11,883 62
SEVENTEENTH DISTRICT.		
Tuition	8,327 20	
Janitress' services.....	358 80	
Fuel.....	182 85	
Furniture.....	283 80	
Repairs and improvements	595 95	
Heating fixtures.....	18 67	
Rent	80 00	
New lot and survey of Magill lot.....	965 00	
		10,812 27
EIGHTEENTH DISTRICT.		
Tuition.....	7,603 18	
Janitress' services.....	374 40	
Fuel.....	5 25	
Furniture.....	112 05	
Repairs and improvements.....	455 36	
Heating fixtures.....	216 74	
Rent	90 00	
New lots.....	7,965 00	
		16,821 98
NINETEENTH DISTRICT.		
Tuition.....	5,075 17	
Janitor's services.....	499 20	
Fuel.....	93 51	
Furniture.....	106 20	
Repairs and improvements.....	472 63	
Heating fixtures.....	127 05	
Three Woodburn bonds.....	1,500 00	
Interest on bonds.....	60 00	
		7,933 76
TWENTIETH DISTRICT.		
Tuition.....	16,874 72	
Janitor's services.....	811 20	
Fuel.....	479 16	
Furniture.....	8 30	
<i>Amount carried forward</i>	\$18,173 38	\$298,857 91

<i>Amount brought forward</i>	\$18,173 38	\$298,857 91
Repairs and improvements.....	929 58	
Heating fixtures.....	137 31	19,240 27
TWENTY-FIRST DISTRICT.		
Tuition.....	15,497 21	
Janitor's services.....	757 20	
Fuel.....	382 01	
Furniture.....	175 35	
Repairs and improvements.....	740 05	
Heating fixtures.....	131 33	
Rent.....	275 00	
Plats of lots.....	30 00	17,988 15
TWENTY-SECOND DISTRICT.		
Tuition.....	13,480 73	
Janitor's salary.....	591 60	
Fuel.....	381 65	
Furniture.....	230 85	
Repairs and improvements.....	555 24	
Heating fixtures.....	117 19	
Ground rent of old lot.....	125 85	
Plat of old lot.....	25 00	15,508 11
TWENTY-THIRD DISTRICT.		
Tuition.....	7,031 62	
Janitress' services.....	436 80	
Fuel.....	6 00	
Furniture.....	102 85	
Repairs and improvements.....	522 27	
Heating fixtures.....	108 41	
Rent.....	20 00	8,227 95
TWENTY-FOURTH DISTRICT.		
Tuition.....	10,618 62	
Janitresses' services.....	609 00	
Fuel.....	212 65	
Furniture.....	653 05	
Repairs and improvements.....	596 68	
Heating fixtures.....	359 55	
New building—balance on Columbia house...	40,489 95	
New building—balance on Pendleton house..	9,617 00	
Rent.....	38 75	63,195 27
<i>Amount carried forward</i>		\$423,017 66

<i>Amount brought forward</i>		\$423,017 66
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TWENTY-FIFTH DISTRICT.

Tuition.....	7,641 92	
Janitress' services	343 80	
Fuel.....	6 00	
Furniture.....	2 50	
Repairs and improvements.....	61 88	
Heating fixtures.....	114 34	
New building.....	37,237 81	
		45,408 25

TWENTY-SIXTH DISTRICT.

Tuition.....	11,342 27	
Janitors' services.....	577 20	
Fuel.....	37 00	
Furniture.....	80 35	
Repairs and improvements.....	1,146 09	
Heating fixtures.....	67 70	
Ground rent.....	223 56	
		13,474 17

FIRST INTERMEDIATE.

Tuition.....	18,664 13	
Janitor's services.....	794 88	
Fuel.....	218 19	
Furniture.....	48 91	
Repairs and improvements.....	790 00	
Heating fixtures.....	229 42	
		20,745 53

SECOND INTERMEDIATE.

Tuition.....	15,764 13	
Janitor's services.....	624 00	
Fuel.....	327 70	
Furniture.....	34 25	
Repairs and improvements.....	434 34	
Heating fixtures.....	124 58	
		17,309 00

THIRD INTERMEDIATE.

Tuition.....	17,139 21	
Janitor's services.....	748 80	
Fuel.....	8 00	
Furniture.....	5 75	
Repairs and improvements.....	247 28	
Heating fixtures.....	300 44	
Ground rent.....	300 00	
		18,749 48

<i>Amount carried forward</i>		\$538,704 09
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<i>Amount brought forward</i>		\$538,704 09
FOURTH INTERMEDIATE.		
Tuition.....	\$13,767 20	
Janitor's services.....	546 00	
Fuel.....	280 64	
Furniture.....	31 33	
Repairs and improvements.....	634 72	
Heating fixtures.....	228 21	
Survey of new lot.....	10 00	
		15,498 10
MORNINGTON SCHOOL.		
Tuition.....	854 00	
Janitor's services.....	57 00	911 00
WOODWARD SCHOOL.		
Tuition.....	18,180 35	
Janitor's services.....	624 00	
Furniture.....	96 00	
Repairs and improvements.....	1,660 37	
Heating fixtures..	52 57	
Gas.....	9 86	
		20,623 15
HUGHES SCHOOL.		
Tuition.....	17,064 63	
Janitor's services.....	624 00	
Fuel.....	176 63	
Furniture.....	76 50	
Repairs and improvements.....	807 01	
Heating fixtures.....	125 38	
Gas.....	12 63	
		18,886 78
GAINES (COLORED) HIGH SCHOOL.		
Tuition.....	6,328 99	
Printing.....	15 00	
Incidentals.....	45 00	
		6,388 99
Principal of Colored Schools.....		1,899 99
WESTERN (COLORED) SCHOOL.		
Tuition.....	4,123 05	
Janitor's services.....	499 20	
Fuel.....	126 50	
Furniture.....	150 65	
<i>Amount carried forward</i>	\$4,899 40	\$602,912 10

<i>Amount brought forward</i>	\$1,899 40	\$602,912 10
Repairs and improvements	135 74	
Heating fixtures	76 78	
New lot	6,400 00	11,511 92
EASTERN (COLORED) SCHOOL.		
Tuition	1,898 44	
Janitor's services	234 00	
Repairs and improvements	115 58	
Heating fixtures	5 05	2,253 07
WALNUT HILLS (COLORED) SCHOOL.		
Tuition	2,420 13	
Janitor's services	312 00	
Fuel	54 45	
Furniture	2 00	
Repairs and improvements	54 19	
Heating fixtures	35 98	2,878 75
CUMMINSVILLE (COLORED) SCHOOL.		
Tuition	699 98	
Janitress' services	62 40	
Fuel	3 50	
Repairs and improvements	75 33	
Rent	123 00	964 21
THIRD STREET COLONY.		
Tuition	286 68	
Fuel	20 75	
Furniture	3 00	
Repairs and improvements	20 13	
Heating fixtures	4 00	334 56
DEAF MUTE SCHOOL.		
Tuition	781 10	
Furniture	62 65	
Repairs and improvements	5 35	849 10
NORMAL SCHOOL,		
Tuition	7,385 97	
Furniture	4 00	
<i>Amount carried forward</i>	\$7,389 97	\$621,703 71

<i>Amount brought forward</i>	\$7,389 97	\$621,703 71
Repairs and improvements.....	23 90	
Supplies	25 00	
Incidentals.....	136 50	7,575 37
SALARIES OF SPECIAL TEACHERS.		
Teachers of Music.....	12,118 64	
Teachers of Drawing	5,808 64	
Teachers of Penmanship.....	3,246 86	21,174 14
NIGHT SCHOOLS.		
Tuition, etc., Second District.....	1,650 83	
Tuition, etc., Fifth District.....	1,406 41	
Tuition, etc., Eighth District	1,301 58	
Tuition, etc., Eleventh District.....	1,705 24	
Tuition, etc., Thirteenth District	935 71	
Tuition, etc., Fourteenth District.....	824 92	
Tuition, etc., Nineteenth District.....	192 25	
Tuition, etc., Twenty-first District.....	492 52	
Tuition, etc., Twenty-third District.....	281 50	
Tuition, etc., Twenty-fourth District.....	112 25	
Tuition, etc., Twenty-sixth District.....	456 73	
Tuition, etc., Third Intermediate	1,756 99	
Tuition, etc., Western House.....	376 34	
Tuition, etc., Eastern House	315 93	
Tuition, etc., Walnut Hills House	206 70	
Tuition, etc., Night High School	3,555 82	
Gas for Night Schools.....	2,209 90	17,781 62
OFFICERS' SALARIES.		
Superintendent of Schools	3,488 80	
Superintendent of Buildings	2,491 96	
Assistant Superintendent of Buildings.....	1,198 08	
Clerk of Board.....	2,491 90	
Assistant Clerk of Board	1,495 03	
Secretary of Union Board	434 32	11,600 15
OFFICES.		
Repairs and improvements.....		360 13
PUBLIC LIBRARY.		
Salaries of Librarians and Attendants	20,879 28	
Salaries of Engineer, Watchman and Janitors...	3,351 81	
Fuel.....	95 00	
Furniture.....	12 34	
<i>Amount carried forward</i>	\$24,338 43	\$680,195 12

<i>Amount brought forward</i>	\$24,338 43	\$680,195 12
Repairs and improvements	971 54	
Heating fixtures	102 35	
Gas	3,770 79	
Printing	1,767 92	
Supplies	441 72	
Insurance	112 50	
Incidentals	71 27	
		31,576 52
GENERAL EXPENSES.		
Supplies	5,180 55	
Printing	2,988 05	
Advertising	776 28	
Repairs	286 00	
Furniture	112 90	
Books for indigent pupils	545 80	
Census	1,243 78	
Tuition refunded	11 00	
Commission on sales of real estate	103 50	
Incidentals	543 48	
Centennial Exposition	1,007 80	
Normal Institute	450 00	
		13,249 14
Total Expenditures.....		\$725,020 78

RECAPITULATION.

CASH.	DR.	CR.
GENERAL FUND.		
Balance September 1, 1875	\$169,947 93	
Receipts for year	698,538 95	
Expenditures for year		\$725,020 78
Balance August 31, 1876		143,466 10
	<u>\$868,486 88</u>	<u>\$868,486 88</u>
LIBRARY BOOK FUND.		
Balance September 1, 1875	\$8,838 37	
Receipts for year	18,153 31	
Expenditures for year		\$18,865 46
Balance August 31, 1876		8,126 22
	<u>\$26,991 68</u>	<u>\$26,991 68</u>
TEACHERS' INSTITUTE FUND.		
Balance September 1, 1875	\$254 50	
Receipts for year	253 00	
Expenditures for year		\$301 50
Balance August 31, 1876		206 00
	<u>\$507 50</u>	<u>\$507 50</u>

Respectfully submitted,

B. O. M. DEBECK, *Clerk.*

RECEIPTS

FROM

TUITION OF NON-RESIDENTS.

FIRST DISTRICT.		
Fanny Stuntz		\$16 00
SECOND DISTRICT.		
Alice Patchem	\$15 00	
Harry Reichert	8 00	
Mary Roebuck	16 00	
John Roebuck	16 00	
		55 00
THIRD DISTRICT.		
Mamie C. Gerard		16 00
FIFTH DISTRICT.		
Thomas Rose	16 00	
Max Grabenheimer	8 00	
		24 00
SEVENTH DISTRICT.		
Charles W. Bogart	4 00	
Clarence Clarke	16 00	
Eugene Clarke	16 00	
Harry Clarke	16 00	
Ralph Clarke	16 00	
Katie Millechamp	16 00	
		84 00
EIGHTH DISTRICT.		
Georgie Cantwell	12 00	
Milton Hanauer	4 00	
Samuel Herman	14 00	
<i>Amount carried forward</i>	\$30 00	\$195 00

CLERK'S FINANCIAL REPORT.

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<i>Amount brought forward</i>	\$30 00	\$195 00
Martin Hofstadt.....	16 00	
Marks Jacobi	16 00	
L. Leon	4 00	
Don C. Robb.....	14 00	
Florence Rulison.. ..	16 00	
Emma Spafford	4 00	
Elijah Wise.....	4 00	
		104 00

NINTH DISTRICT.

Robert B. Baldwin	16 00	
William Foster.....	9 25	
Joseph Foster.....	9 25	
Ruth Gottlieb.....	16 00	
Harry Knoblauch.....	9 00	
Bessie E. Newman	16 00	
Lillie Ritchie	16 00	
Lulie Ritchie	16 00	
Max. S. Schaller.....	16 00	
Walter Shinkle	16 00	
		139 50

TENTH DISTRICT.

William Paddock.....		9 00
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TWELFTH DISTRICT.

Minnie Menefie	16 00	
Alexander Romaniwitz	12 00	
Harry Stevenson	9 00	
		37 00

THIRTEENTH DISTRICT.

Christina Epp		2 50
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EIGHTEENTH DISTRICT.

Bertha Becker		20 00
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NINETEENTH DISTRICT.

William Cordes	20 00	
Louis Cordes.....	16 00	
Frank Gratigny	20 00	
Allison Hopkins	11 50	
Emma Phipps	20 00	
Mamie Ridlon	20 00	
		107 50

<i>Amount carried forward</i>		\$614 50
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<i>Amount brought forward</i>		\$614 50
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TWENTY-FIRST DISTRICT.

Elizabeth Bertram.....	\$15 00	
Ella Groff.....	8 00	
Harry Groff.....	8 00	
Hattie R. Hosmer	5 00	
Augusta Hotchkiss	4 00	
William Lockman.....	20 00	
Belle Oylor	20 00	
Carrie Spreen	20 00	
George Spreen	20 00	
Lewis Spreen	10 00	
Abe Spreen	16 00	
Ella Thompson.....	16 00	
Frank Thompson.....	16 00	
Fred. Wichard.....	12 00	
J. G. Wichard	12 00	
Louisa Wichard.....	12 00	
Mary Wilson.....	12 50	
		226 50

TWENTY-SECOND DISTRICT.

George H. Bradley		7 50
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TWENTY-THIRD DISTRICT.

Charles Henke.....		16 00
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TWENTY-SIXTH DISTRICT.

Mary E. Anderson	20 00	
Laura B. Anderson.....	20 00	
Alice Anderson	10 00	
John Applegate	20 00	
Jacob Eberts.....	4 00	
James Marshall	5 00	
		79 00

FIRST INTERMEDIATE.

Sallie Attee	10 00	
Jennie Bavis.....	15 00	
Mary Birtwhistle.....	20 00	
Edward Birtwhistle	15 00	
Charles Cleveland.....	5 00	
George Edwards.....	15 00	
John French.	10 00	
John Hanna	20 00	
Maggie Hanna	20 00	
W. Halliday	20 00	
<i>Amount carried forward.....</i>	\$150 00	\$943 50

<i>Amount brought forward.....</i>	\$150 00	\$943 50
Anna Hertwig	5 00	
Joanna Hey	20 00	
Coolidge Hill	5 00	
Glenn Hilton	15 00	
Robert Hilton.....	15 00	
John Hooper	20 00	
William Lehman.....	20 00	
John Long.....	20 00	
Anna Ordelmundt.....	20 00	
Flora Rockafella	15 00	
Sarah Rulison.....	10 00	
Winfield Rulison	20 00	
Cora Scarborough	10 00	
A. N. Skardon.....	8 00	
Morris Steele.....	20 00	
N. W. Thomas	20 00	
Anna Wiecher	20 00	
George Wiecher.....	20 00	
		433 00

SECOND INTERMEDIATE.

Susan Alcoke	10 00	
Alva Buxton.....	20 00	
Robert D. Carroll.....	20 00	
Lizzie Champlin	20 00	
William Donaldson.....	3 00	
Ella Dowling.....	10 00	
Archie Eaton	20 00	
Mary Fry	15 00	
Alva Gerard	20 00	
Turpin Gerard	20 00	
Alice McClymon	20 00	
James McGibbons.....	10 00	
Frederic M. Moore.....	20 00	
Hester Murray	20 00	
Nettie Murray	20 00	
Sumpter Murray	20 00	
Mary Nye	20 00	
Charles I. Park	19 50	
David Paxton	10 00	
Horatio Paxton	15 00	
Cora Harwood	15 00	
George Hatch.....	20 00	
George Henshaw	15 00	
Grote Hutchinson.....	20 00	
Joseph King	20 00	
Maggie Kinney	20 00	
Elmer Kirker	8 50	
Charles Kizer	15 00	
George F. Langdon.....	20 00	
Thomas Littleford.....	18 50	
Lilian M. Longley.....	20 00	
Sallie Matson	20 00	
<i>Amount carried forward.....</i>	\$544 50	\$1,376 50

<i>Amount brought forward</i>	\$544 50	\$1,376 50
Joseph Regan.....	20 00	
Casper Ritchie	20 00	
Katie Roebuck	20 00	
Ida Ross.....	15 00	
George H. Siebern	15 00	
Jennie Stickney.....	15 00	
Stewart Taylor.....	15 00	
William Tupman.....	1 00	
William Van Dyke.....	10 00	
C. G. Wiggins.....	12 00	
George T. Williams.....	20 00	
		707 50
THIRD INTERMEDIATE.		
Beauchamp Grubb	12 00	
George Stuntz.....	20 00	
		32 00
FOURTH INTERMEDIATE.		
Julia Cassady	5 00	
Jennie Hoke.....	20 00	
George Hollingsworth.....	20 00	
Clare Hurrell	12 00	
		57 00
DEAF-MUTE SCHOOL.		
Frederick Mauer		5 20
NIGHT HIGH SCHOOL.		
A. C. Merriweather.....	2 00	
James Pace	4 00	
		6 00
HUGHES HIGH SCHOOL.		
Alfred M. Allen.....	60 00	
Mollie Autenrieth.....	30 00	
George Bratt.....	60 00	
Inez Brown.....	15 00	
Isabella Brown.....	60 00	
Harry R. Browne	60 00	
Rosa Bunker	60 00	
Eugene Carroll.....	60 00	
Laura Carroll	60 00	
Cilla G. Casey	60 00	
Thomas H. Colling.....	30 00	
Edith Donnelly	60 00	
Charles L. Haire	60 00	
Annie Jones	60 00	
<i>Amount carried forward</i>	\$735 00	\$2,184 20

<i>Amount brought forward</i>	\$735 00	\$2,184 20
Hattie Jones.....	60 00	
Fannie Jones.....	60 00	
Harold Longley.....	30 00	
George A. McGowan.....	60 00	
Maggie McPherson.....	60 00	
Charles Martin.....	30 00	
James B. Matson.....	60 00	
Helen M. Moore.....	60 00	
Dora Morris.....	30 00	
David W. Miller.....	60 00	
Herman J. Myers.....	60 00	
Alma Oyler.....	60 00	
Harry Phillips.....	60 00	
Blanche Phipps.....	60 00	
Bonsall Porter.....	60 00	
Mary Price.....	30 00	
Mariana Proctor.....	60 00	
William C. Proctor.....	17 00	
B. K. Rachford.....	60 00	
John W. Reakirt.....	60 00	
Harry Reeder.....	60 00	
Emma Reily.....	60 00	
Florence Reily.....	60 00	
Alice O. Richardson.....	60 00	
Leslie T. Richardson.....	60 00	
Ida Roff.....	60 00	
William Shaw.....	60 00	
Anna B. Slane.....	60 00	
George E. S. Slane.....	60 00	
Marshall A. Spooner.....	60 00	
Ella Taylor.....	8 00	
Sallie Thompson.....	60 00	
W. H. Tupman.....	45 00	
John Wedgwood.....	18 00	
William W. Worcester.....	60 00	
Rogers Wright.....	60 00	
Eva Youtsey.....	60 00	
Walter Ziun.....	60 00	

2,743 00

WOODWARD HIGH SCHOOL.

W. C. Buckingham.....	36 00
Fred Bush.....	6 00
Mowry Bush.....	6 00
Charles Cook.....	15 00
Minnie Cordes.....	30 00
William Dodge.....	60 00
James Elliott.....	49 00
Charles S. Evans.....	60 00
E. T. Flynn.....	60 00
C. C. Gerard.....	60 00
Olive Griffith.....	60 00
William J. Grubb.....	60 00

<i>Amount carried forward.....</i>	\$502 00	\$4,927 20
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<i>Amount brought forward</i>	\$502 00	\$4,927 20
Edward P. Guysi	30 00	
George W. Guysi	60 00	
W. F. C. Hasson	60 00	
H. Hawthorn	60 00	
Frank W. Hopkins	35 00	
G. Holterhoff, Jr	60 00	
Charles J. Hunt	60 00	
Larz A. Jones	60 00	
William Littleford	60 00	
Clyde M. McGrew	60 00	
W. A. Martin	60 00	
Ruth Miller	60 00	
Reuben B. Miller	60 00	
Helen M. Pabodie	60 00	
R. R. Sterling	60 00	
W. S. Sterling	60 00	
Emma Struve	12 00	
Mary Stuntz	60 00	
Augustus Vance	17 00	
Thomas Wayne	60 00	
Charles West	30 00	
Frank Zumstein	60 00	
		1,646 00
Total		\$6,573 20

REPORT

— OF —

COMMITTEE ON FUNDS AND TAXES,

OFFICE OF PUBLIC SCHOOLS,
CINCINNATI, May 20, 1876. }

To the Board of Education:

GENTLEMEN—Your Committee on Funds and Taxes submits the following estimate for school purposes, for the remainder of the year 1876, and for the entire year 1877:

From May 1, to Dec. 31, 1876.			
Balance May 1, 1876			\$98,276 63
RECEIPTS.			
Taxes		\$320,000 00	
Woodward and Hughes Funds		4,500 00	
Tuition.....		4,000 00	
Lots		7,314 00	
Interest		3,500 00	
			339,314 00
			437,590 63
EXPENSES.			
Salaries		321,500 00	
Fuel		8,500 00	
Repairs		18,000 00	
Furniture ..		4,000 00	
Stoves and Furnaces		5,500 00	
Supplies		4,000 00	
Gas		4,000 00	
Printing.....		5,000 00	
Advertising		700 00	
Amount carried forward.....		\$371,200 00	\$437,590 63

<i>Amount brought forward</i>		\$371,200 00	\$437,590 63
Census		1,500 00	
Rent		1,250 00	
Free Books		600 00	
Normal Institute		450 00	
LOTS.			
Budd lot	\$8,820 00		
Fifteenth District	4,050 00		
Eighteenth District	7,965 00		
		20,835 00	
BUILDINGS.			
Fairmount	11,350 00		
Columbia	10,439 00		
Pendleton	60 00		
		21,849 00	
Incidentals		1,000 00	
			418,684 00
Balance, January 1, 1877			\$18,906 63
For the Year 1877.			
Balance, January 1, 1877			18,906 63
ESTIMATED RECEIPTS.			
Tuition		6,000 00	
Woodward and Hughes Funds		11,000 00	
Interest on Deposits		3,600 00	
Lease		1,680 00	
Lots		13,000 00	
State tax		125,000 00	
Special tax 2½ mills on \$180,000,000, net, after delinquencies		440,000 00	
			600,280 00
			619,186 63
EXPENDITURES.			
Salaries		525,000 00	
Repairs		24,000 00	
Fuel		11,500 00	
Stoves and furnaces		7,000 00	
Furniture		4,500 00	
Supplies		6,000 00	
Gas		6,000 00	
Night schools		15,000 00	
Printing		3,500 00	
Advertising		750 00	
<i>Amount carried forward</i>		\$603,250 00	\$619,186 63

<i>Amount brought forward</i> .....	.....	\$603,250 00	\$619,186 63
Rent .....	.....	2,000 00	
Institute .....	.....	600 00	
Lots .....	.....	5,000 00	
Census .....	.....	1,500 00	
Incidentals .....	.....	5,000 00	
			617,350 00
Balance, December 31, 1877 ...	.....		\$1,836 63

Your Committe offers the following :

Resolved, That this Board certify to the County Auditor, that the following levy will be necessary for the year 1877 :

For School purposes, two and one-half ($2\frac{1}{2}$) mills.

For Library Fund, one-tenth of one mill.

Respectfully submitted,

L. W. GOSS,
CHAS. H. STEPHENS,
HENRY MACK,
WM. B. FRINTZ,
LOUIS J. MASSMAN, JR.,

Committee
on
Funds and Taxes.

REPORT OF THE TREASURER

— OF —

THE PUBLIC LIBRARY.

OFFICE OF THE PUBLIC LIBRARY, }
CINCINNATI, September 1, 1876, }

*To the Board of Managers of the
Public Library of Cincinnati:*

GENTLEMEN—I have the honor to submit the following report of moneys received and disbursed by me during the official year ending June 30, 1876:

RECEIPTS.			
Deposits for security .....	.....	\$179 00	
Membership fee of non-residents..	.....	20 00	
Fines .....	.....	1,146 21	
Received for books lost or damaged	.....	48 94	
Catalogues sold.....	.....	2 00	
From Theological Library, for out-	.....	
lay on books .....	.....	100 00	
Library Fund .....	.....	15,321 62	
			\$16,817 77
Cash on hand July 1, 1875.....	.....		2,693 00
			<u>\$19,510 77</u>
EXPENSES.			
Deposits refunded .....	.....	160 00	
Postage .....	.....	17 90	
Incidental expenses and stationery	.....	881 53	
Periodicals	2,243 98	
Binding.....	3,102 38	
<i>Amount carried forward</i>	<i>.....</i>	<i>\$6,405 79</i>	

REPORT OF THE TREASURER.

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<i>Amount brought forward</i>	\$6,405 79	
Purchase of books	10,134 56	
Alterations in delivery rooms.....	1,238 87	\$17,779 22
Cash on hand June 30, 1876, at Library		383 97
Cash in bank.....		1,347 58
		<u>\$19,510 77</u>
<i>In addition to the foregoing, the Board of Education has expended as fol- lows:</i>		
Salaries of Librarian and assistants		\$21,077 51
Salaries of Janitors		3,573 92
Fuel		95 00
Insurance		112 50
Gas		3,701 76
Repairs		640 98
Furniture		10 34
Heating apparatus.....		102 35
Supplies		419 95
Incidentals.....		3 90
Printing		1,569 13
		<u>\$31,307 34</u>

**STATEMENT OF LIBRARY
FUND.**

Balance on hand in City Treasury		
July 1, 1875	9,640 76	
Last installment of taxes for 1874	8,818 60	
First installment of taxes for 1875	9,174 59	
Interest on Mrs. Sarah Lewis' be- quest.....	260 29	
		27,894 24

**APPROPRIATED BY BOARD
OF EDUCATION.**

July 26, 1875	481 55	
August 23, 1875.....	421 01	
October 19, 1875	2,392 21	
November 15, 1875	600 28	
December 13, 1875	2,662 05	
January 24, 1876.....	3,804 19	
February 21, 1876.....	1,378 99	
March 20, 1876	1,754 76	
<i>Amount carried forward</i>	\$13,495 04	\$27,894 24

<i>Amount brought forward</i>		\$13,495 04	\$27,894 24
April 17, 1876.....		1,045 66	
May 15, 1876.....		780 92	
			15,321 62
Balance in hands of City Treasurer			12,572 62
Received from Board of Education	\$15,321 62		
Received at Library for books lost and damaged.....	48 94		
Received from Theological Library	100 00		
		15,470 56	
Deficit in appropriations from the Library Fund in 1875		359 34	
		15,111 22	
Paid for books.....	10,134 56		
Paid for binding	3,102 38		
Paid for periodicals	2,243 98		
		15,480 92	
Deficit in appropriations from the Library Fund.....			369 70
Total Library Fund			\$12,202 92
ASSETS.			
Mrs. Sarah Lewis' bequest.....			5,300 00
Balance, cash on hand		1,731 55	
Balance, Library Fund in the City Treasury		12,572 62	
Due from Theological Library.....		117 23	
			14,421 40
Total Assets			\$19,721 40

ABSTRACT

OF THE

REPORT OF THE LIBRARIAN.

OFFICE OF THE PUBLIC LIBRARY, }
CINCINNATI, June 30, 1876, }

*To the Board of Managers of the
Public Library of Cincinnati:*

GENTLEMEN—I have the honor to submit the annual report of the Librarian for the official year ending this day.

The following is a summary of the total external and internal use of the Library for the year:

Books—home use or circulation	195,099
Books—reading-room issues	97,209
Periodicals.....	370,099
Total	662,407

During the year the Library has been open for the circulation of books 308 days, and for internal use 364 days. It was closed, by order of the Board of Managers, on the opening day of the Cincinnati Exposition, September 8, 1875, and on February 29, 1876.

The average daily circulation has been 633 volumes, and the average number issued in the reading-rooms 267 volumes, making an average daily issue of 900 volumes on days when all the departments of the Library were open. The daily average for the periodical department has been 1,017, and the total daily average of books and periodicals

for 364 days, 1,820. The method of computation has remained the same as last year.*

A reference to table D, appended to this report, will enable you to make a comparison of the work of the Library for the past year with that of the year previous. It will be seen that, although the total issue of books has been greater by 25,899 volumes, the circulation has been 20,121 volumes less. It will be seen, also, that this entire decrease of circulation has been in the department of prose fiction, and is attributable to the fact that no attempt has been made to supply the demand for the new works of this class, or to replace the large number of duplicates of the lighter and more popular books, which the Library formerly possessed, and which have been worn out. You will notice, however, that the loss in the out-door use of the department of prose fiction has been more than compensated for by the increase of the in-door use of the same. The increase in the number of volumes issued in the reading-rooms is 46,020, of which 23,655 belong to the class of prose fiction.

The figures of the periodical department are worthy of especial attention. In the newspaper-room alone, there have been during the year, 265,158 actual readers, while of periodicals other than newspapers there have been 104,941 issued. Of these latter there were issued the year previous, 63,486.

Table C shows the Sunday use of the Library for each month in the year. In my last annual report, I noted that the average per Sunday for the year 1873-'74 was 485, and for the year 1874-'75, it had risen to 605, and I remarked that there was every indication that the average for the then coming year would not be far from 1,000. The result has exceeded my expectations—the average has been 1,106.

Tables A and B show for each month in the year, the number and classes of books withdrawn for home use and of those read in the Library; the decrease in the circula-

*NOTE.—Extract from annual report for 1874-'75: "The method of computation is as follows: In the Circulating Department, the Periodical and General Reading-room, the Consulting Library and in the Art-room, each *volume* or *periodical* issued counts one; while in the Newspaper reading-room, only each *reader* is counted, although it frequently occurs that an individual consults from a dozen to twenty newspapers and the average number read by each person is probably not less than five."

tion of fiction, with no decrease in the circulation of the other departments of literature, of course, reduces the percentage of that class. The figures showing the number and classes of books read in the Library continue to bear out the assertion that "the use of the Library by students and serious readers is rapidly increasing," while it is, at the same time, true that the number of in-door readers of fiction has also very greatly increased. The following comparison speaks for itself:

<i>CLASSES OF BOOKS.</i>	<i>Volumes for 1874-'75.</i>	<i>Volumes for 1875-'76.</i>
1. Philology	1,259	2,922
2. Theology	2,024	2,715
3. Philosophy and Education	1,613	2,810
4. Biography.....	2,282	2,604
5. History	4,583	7,080
6. Geography, Voyages and Travels	2,027	2,839
7. Politics and Commerce.....	402	1,646
8. Science and Arts.....	12,983	21,476
9. Poetry and the Drama	2,340	3,952
10. Fiction—English, French and German...	8,217	31,872
11. Polygraphy.....	13,459	17,292
Total	51,189	97,209

The total number of volumes now in the Library is 84,602. The increase during the past year has been as follows:

	<i>Volumes.</i>
Added by purchase	4,640
Added by gift	239
Added by binding	618
Added by increase of deposited libraries.....	810
Total.....	6,307

At the time of the last annual report, the number of volumes was 78,249 plus 46, by reason of error discovered in the account for August, 1870, making 78,295.

The increase of pamphlets has been 622 by purchase, 467 by gift, and 409 found in Library not catalogued. Total 1,498.

The Library now contains :

	Volumes.
Public Library proper.....	75,989
Theological and Religious Library	4,133
Mussey Medical and Scientific Library	4,480
Total.....	84,602
	Pamphlets.
Public Library proper	5,534
Theological and Religious Library	1,340
Total.....	6,874

The amount expended for books, periodicals and binding during the year, is \$15,480.92. Of this the amount paid for periodicals was \$2,243.98, and for binding, \$3,102.38. There have been 1,613 volumes bound, 1,531 re-bound, and 2,784 re-sewed and repaired, making in all 5,928 volumes. Of the volumes bound, 628 belong to the Mussey Library.

Of the volumes added by gift, 86 were presented by the various departments of the United States Government; 26 by the Board of Education of the City of New York; 20, *Trésor de Numismatique et de Glyptique*, by Mr. JULIUS DEXTER; 4 by Mr. JOSEPH ROBSON; 9 by Hon. VACHEL WORTHINGTON; 15 by Mrs. E. M. STONE; and 6 by Mr. J. B. PEASLEE. Of the pamphlets, 227 were given by Mrs. ALPHONSO TAFT; 89 by the Ohio Medical College; and 73 by the University of Greifswald. The Library is also indebted to the Hon. ALPHONSO TAFT, Secretary of War, for the gift of the folio edition of the photographs taken in connection with Lieutenant WHEELER's survey, and for 100 stereoscope pictures of the same subjects.

The present number of enrolled book-borrowers is 29,103.

For information in regard to the cataloguing work of the Library, I beg to refer you to my Special Report, presented on the 12th of the present month.

Permit me, in conclusion, to call your attention especially to that part of my report which relates to the circulation of fiction, and also to the portions of my last annual report which refer to this subject. The demand for works of a light, popular character, is very much greater than the present supply. I should be exceedingly gratified if the Board of Managers would determine upon a definite policy to be pursued in regard to this matter. The circulation of this class of literature depends entirely upon the supply. Should the Board think it wise to do so, it can easily circulate from 2,000 to 3,000 volumes per day.

With many thanks for your support in my administration of the Library, I am,

Very respectfully yours,

THOMAS VICKERS, *Librarian.*

LIBRARIAN'S TABLES—A.

Showing the Number and the Class of Books Issued for Home Use during each Month of the Year.

CLASSES.	1875.						1876.						Percentage
	July.....	August.....	September..	October.....	November..	December..	January...	February..	March.....	April.....	May.....	June.....	Total
1. Philology	74	68	59	89	79	84	97	77	81	95	86	50	939
2. Theology.....	105	114	82	81	99	137	142	120	122	97	87	89	1,275
3. Philosophy & Education..	134	117	135	180	206	172	228	175	252	215	165	151	2,133
4. Biography	538	483	450	575	652	607	611	564	645	605	407	325	6,472
5. History.....	531	530	481	658	747	719	763	715	871	651	515	449	7,699
6. Geography and Travels...	369	339	399	353	424	422	456	449	493	439	383	248	4,744
7. Politics and Commerce...	91	75	79	95	96	94	87	96	119	96	102	84	1,114
8. Science and Arts.....	439	502	436	538	476	475	547	448	540	467	398	400	5,667
9. Poetry and the Drama.....	257	273	292	386	436	445	463	475	510	476	407	243	4,573
10. Fiction: English, French and German	13,411	13,079	10,384	12,242	12,445	12,285	13,167	13,058	14,976	12,533	11,661	11,561	150,802
11. Polygraphy	780	771	625	832	867	836	984	968	989	841	659	536	9,681
Totals	16,729	16,483	13,242	16,029	16,530	16,276	17,545	17,135	19,598	16,515	14,870	14,146	195,069

LIBRARIAN'S TABLES—B.

Showing the Number and the Classes of Books Issued in the Reading Rooms during each Month of the Year.

CLASSES.	1875.						1876.						Total	Percentage
	July.....	August.....	September..	October	November..	December ..	January ...	February ..	March.....	April.....	May.....	June		
1. Philology	212	194	200	169	237	232	259	184	289	321	431	194	2,922	3.
2. Theology	184	210	238	233	207	197	345	261	202	218	243	177	2,715	2.8
3. Philosophy & Education...	93	178	233	316	258	283	351	206	291	280	202	139	2,310	2.9
4. Biography	134	159	219	249	259	330	341	237	218	201	139	118	2,404	2.6
5. History.....	423	643	452	385	713	942	800	698	797	463	416	348	7,080	7.8
6. Geography and Travels...	127	187	216	209	261	223	365	281	233	231	222	234	2,339	2.9
7. Politics and Commerce ..	99	133	139	59	130	193	167	149	152	127	121	177	1,646	1.7
8. Science and Arts	1,059	1,279	1,226	1,519	1,905	2,599	2,972	2,349	1,843	1,607	1,953	1,460	21,476	22.1
9. Poetry and the Drama.....	109	173	162	226	409	438	585	468	473	381	272	207	3,953	4.6
10. Fiction: English, French and German.....	922	1,197	1,598	2,049	3,133	3,546	4,496	3,338	4,064	2,592	2,396	2,521	31,572	32.8
11. Polygraphy	838	970	929	1,667	1,757	2,032	1,966	1,692	1,869	1,427	1,158	967	17,292	17.8
Total	4,220	5,323	5,612	7,081	9,269	11,065	12,647	9,863	10,506	7,328	7,253	6,542	97,209	.....

Total for the six months ending December 31..... 42,570 Total for the six months ending June 30..... 54,639 — 97,209.

LIBRARIAN'S TABLES—C.

Showing the Number and Classes of Books, and the Number of Periodicals Issued on Sundays.

MONTHS.												
	Grand Total.....	2,869	7,151	57,522	1,106	Total Periodicals...	2,463	5,563	47,287	Periodicals exclusive of Newspapers.....	210	1,416
1876.	July.....	2,869	7,151	57,522	1,106	Newspaper Readers.....	2,283	4,147	35,288	Book Total.....	376	1,588
	August.....	3,345	8,296	41,900	1,069	Periodicals.....	3,345	8,296	10,235	Polygraphy.....	81	394
	September.....	2,011	3,535	4,523	1,103	Fiction: English, French and German.....	2,011	3,535	3,394	Poetry and the Drama.....	113	442
	October.....	4,834	4,966	6,213	1,103	Science and Arts...	4,834	4,966	2,168	Politics and Commerce.....	16	77
	November.....	3,386	3,905	3,922	1,103	Geography and Travels.....	3,386	3,905	89	History.....	62	108
	December.....	2,277	2,547	3,962	1,103	Biography.....	2,277	2,547	269	Philosophy and Education.....	13	50
1876.	January.....	2,385	4,147	35,288	1,069	Theology.....	2,385	4,147	276	Philology.....	47	108
	February.....	1,151	1,894	11,999	1,069	Totals.....	1,151	1,894	283	Percentage.....	10	22
	March.....	1,588	1,069	10,235	1,069	Average total issues per Sunday for 52 Sundays.....	1,588	1,069	1.8		11	10
	April.....	1,069	1,069	10,235	1,069		1,069	1,069	1.8		8	22
	May.....	1,103	1,103	11,999	1,103		1,103	1,103	1.8		22	10
	June.....	1,103	1,103	11,999	1,103		1,103	1,103	1.8		11	10

LIBRARIAN'S TABLES—D.

Showing by Comparison the Work of the Library for the Years 1874-'75 and 1875-'76.

YEARS.	July	August	September	October	November	December	January	February	March	April	May	June	Totals	Gain	Loss
Circulation.															
1. Fiction, 1874-5	15,833	15,980	5,486	11,405	13,646	15,243	16,061	15,989	18,160	15,658	14,203	13,372	170,936		
Fiction, 1875-6	13,411	13,079	10,384	12,242	12,445	12,285	13,167	13,058	14,976	12,533	11,661	11,561	150,802		20,134
2. Other works, 1874-5	2,191	2,253	5,345	3,236	2,969	3,913	4,211	4,435	5,077	3,949	3,513	3,192	44,284		
Other works, 1875-6	3,318	3,404	2,853	3,787	4,085	3,901	4,378	4,077	4,622	3,982	3,209	2,585	44,297	13	
Reading-room Issues.															
1. Fiction, 1874-5	765	897	176	426	855	909	768	689	646	453	759	876	8,217		
Fiction, 1875-6	922	1,197	1,598	2,049	3,133	3,546	4,496	3,338	4,084	2,592	2,396	2,521	31,572	23,655	
2. Other works, 1874-5	2,430	2,998	2,618	3,331	3,954	4,161	5,197	4,681	4,139	3,337	3,246	2,790	42,372		
Other works, 1875-6	3,292	4,126	4,014	5,032	6,136	7,519	8,151	6,525	6,422	5,236	4,857	4,021	65,337	22,365	
Total Book Issues.															
1874-'75	21,219	22,028	13,625	18,398	21,424	24,226	26,235	25,794	28,022	23,397	21,721	20,230	266,409		
1875-'76	20,949	21,806	18,854	23,110	25,799	27,341	30,192	26,998	30,104	24,343	22,123	20,688	292,308	25,899	

LIBRARIAN'S TABLES—D—CONTINUED.

<i>YEARS.</i>	<i>July.....</i>	<i>August.....</i>	<i>September.....</i>	<i>October.....</i>	<i>November.....</i>	<i>December.....</i>	<i>January.....</i>	<i>February.....</i>	<i>March.....</i>	<i>April.....</i>	<i>May.....</i>	<i>June.....</i>	<i>Totals.....</i>	<i>Gain.....</i>	<i>Loss.....</i>
Periodical Issues.															
1874-'75.....	8,875	8,380	8,386	8,500	7,812	8,342	20,789	20,090	23,035	19,886	18,661	23,805	176,691		
1875-'76.....	22,822	24,128	24,813	32,146	32,953	33,895	37,994	32,057	37,516	32,773	31,221	28,281	370,099	183,408	
Total Issues.															
1874-'75.....	30,064	30,408	22,021	26,892	20,236	32,568	47,924	45,824	51,057	43,233	40,612	44,085	443,100		
1875-'76.....	43,271	45,934	43,667	55,258	58,762	61,236	68,186	59,055	67,630	57,116	53,344	43,989	662,407	219,307	

ANNUAL REPORT
OF THE
HUGHES HIGH SCHOOL.

To the Union Board of High Schools:

GENTLEMEN—In accordance with the rule of your Board, I herewith submit the following report of the Hughes High School, for the school year ending June 30, 1876.

The whole number of pupils enrolled in the school during the past year was 441; boys, 198; girls, 243. Of these there withdrew in the course of the year 57 boys and 63 girls, or nearly 29 per cent. of the boys and 26 per cent. of the girls, thus leaving at the close of the year 321 pupils. The average age of the boys was 15 years 10 months; of the girls 16 years 1 month.

The work of the school has gone forward the past year very pleasantly, both with teachers and pupils, and has been attended with a fair degree of success. No serious cases of discipline have arisen, and little that is unusual has occurred to interfere with quiet but steady progress. The difficulties and obstacles encountered have, for the most part, been such as ordinarily meet the teacher in a school like ours. The most of them may be referred to the following causes:

1. *Too infrequent admissions.*—The evils resulting from this cause were somewhat fully discussed in my report of last year. I would respectfully refer you to the suggestions then made and commend them to your renewed attention.

2. *Inadequate preparation.*—Many pupils that enter the school are fitted neither by their acquirements nor their maturity of mind to do the work expected of them. They are hurried forward into the school at too early an age. The average age of our entire school, including all the grades, is the same as the average age of the entering classes of the high schools of Chicago and St. Louis. One member of our graduating class the present year was under 10 years of age when admitted to the school. It is evident that such pupils are too immature to reap the full benefit of a course of study like ours. Again, the requirements for admission are too lax, and are yearly becoming more so. It is a mistaken kindness that promotes pupils before they are fitted for promotion. The aim of the wisest educators of the country is rather to hold back than to push prematurely forward the youth in the schools. The evil most loudly and most justly complained of in our system of education is that there is too much haste, and that too little account is taken of the element of time in mental growth. Unthinking parents may be flattered and pleased for the time being by what appears to be the rapid progress of their children, but in the end this undue haste will give rise to well-founded dissatisfaction and complaint. The standard of admission to the school, and of promotion from grade to grade within the school, should not be such as to place the idle, careless and incapable on the same footing as the diligent, watchful and meritorious.

3. *Irregular attendance.*—Another evil with which the teacher has to contend in his work, is the irregularity of attendance of many pupils. The importance of prompt and regular attendance at school is not always fully appreciated by parents. The loss of a single day seems to be of little consequence, but when it is considered that the class-work of that single day may lay the foundation for the work of the ensuing week, it becomes a matter of more serious moment. Thus a day's absence may place a pupil at a disadvantage for an entire week. Discouragement, indifference and final failure often result from a few days of unnecessary absence. Moreover the habit of promptness

and regularity which is cultivated in our schools is by no means the least of the advantages derived from them by the pupils. The youth who has learned to do with his might, without delay and without shirking, the work which he has to do, has learned one important lesson of life. A rule of the Common School Board, applicable to all the schools below the High Schools, makes a pupil liable to suspension for repeated unnecessary absence. The same rule, or some modification of it, might, I think, with advantage, be adopted for the High Schools.

4. *Reading of corrupting literature.*—One whose attention has never been called to the subject can have but a faint idea of the quantity of worse than worthless reading that finds its way into the hands of our boys and girls. The sensational and demoralizing contents of dime novels and other yellow-covered literature, together with the weekly story papers and the worst trash obtainable from the Public Library, are sought for and eagerly devoured by scores of our pupils, until they lose all relish for study and all power to fix the attention and to apply their minds to the work of the school-room. No cause is more frequently assigned by parents as an explanation of the failure of their children in the school. In view of the depraving influence of this kind of literature and the vast amount of it that is thrown upon the market, for which there is always a ready sale, one may well question whether the mere ability to read without the ability to enjoy or appreciate anything worth reading is after all an unmixed blessing. So far as the Public Library is concerned it would seem entirely feasible for the managers of that institution to place such restrictions upon the use of books by minors as should prevent the reading of nothing but the most objectionable class of novels. Unless some such provision can be made and enforced, a free public library, while it is invaluable to men of leisure and culture and to those who know how to use it wisely, may be a source of incalculable mischief to that large class of youth found in every city who have no one to direct them in the selection of their reading. The evil here referred to is not

a new one. As long ago as 1857, MR. CYRUS KNOWLTON, at that time principal of the school, in his report to your Board, makes use of the following language :

"The minds of many of our pupils have become dissipated from reading the novels in the Public School Library. The evil is so palpable and threatening as to call for a remedy. If that portion could be suppressed, or thoroughly expurgated, our pupils would be much benefited."

COURSE OF STUDY AND TEXT-BOOKS.

Changes in the course of study or in the text-books should be made only after full and careful examination, and after it is clearly demonstrated that the change will be a decided improvement. At the beginning of the present school year several changes were made in the course of study and in text-books, which, it seems to me, should be reconsidered. They were evidently made in haste and without a full understanding of their effect. In the D grade a change was made so as to give an option between History and German. In the first place I doubt the wisdom of thus dropping History out of the course for a portion of the pupils. But as this has been done, the necessity of making several other changes will be apparent upon a glance at the course of study. Without additional changes those pupils who have chosen to take German in place of History in the D grade will find no provision made for them in the subsequent grades. Again, in the B grade, Natural Philosophy, one lesson a week is added to the Technological course throughout the year, while in the general course it continues only through the first session. These two courses will come together in Natural Philosophy in the A grade, though, as one portion of the class will have had the subject an entire year and the other portion for one-half a year, the junction will not be a very easy one to make. In the A grade, Book-keeping, two lessons a week, is added to the work of the first session. If this remains as it now is, the entire A grade will have to take this subject the first session of next year. This study has always before been left optional, and I think wisely so, for only a small portion of any class care to

take it. The changes in text-books were scarcely less unfortunate. Not one of these changes is, in my opinion, an improvement, and some of the new books adopted are decidedly inferior to the ones displaced. It is true that these subjects might be taught without a text-book, but with pupils of the age of those in our High Schools better work can generally be done by the judicious use of good text-books.

COST OF THE SCHOOL.

The question of the cost of Public Schools, and especially of Public High Schools, has received attention from various quarters during the last year. The people have a right to demand an adequate return for the amount of money expended in maintaining public education. If Cincinnati pays more for her schools than other cities in like circumstances, she has a right to complain if better results are not obtained here than elsewhere. On the other hand the teachers who serve the public in the schools have a right to expect in return the fair market value of their services.

The following is a statement of the cost of instruction per pupil in three of the principal High Schools of the West as compared with the cost of the Hughes High School. The items have been compiled from late reports :

Cost per pupil in the St. Louis High School	\$54 51
Cost per pupil in the Chicago High School	58 15
Cost per pupil in the Cleveland High School.....	60 58
Cost per pupil in the Hughes High School.....	43 24

But the above figures do not correctly represent the actual cost to the public of the Hughes School. No account is made in the above estimate of the tuition received from non-residents, or of the income from the Hughes fund. The amount received from non-residents attending the school the past year, has been a fraction over \$2,700; the income from the Hughes fund averages about \$2,100 a year. Deducting the sum of these two amounts from the entire cost of instruction, and we shall find that the Hughes High

School cost the tax-payers of the city but \$31.00 per pupil. I doubt whether another public high school of equal rank can be found in the country that costs the public less.

CHANGES OF TEACHERS.

At the close of last year, Mr. ARTHUR STEM, who had served successfully as a teacher in the school for two years, resigned his position to enter upon the practice of law. The vacancy thus created, was filled by the appointment of Mr. ANDREW F. WEST. In addition to other qualifications essential to success in teaching, Mr. WEST brings to his work a ripe scholarship, especially in the classics, the department to which he was assigned, and in which he has labored the past year with very gratifying results.

With the present year, Mr. JOHN M. EDWARDS retires from the school and from the profession, after having served as teacher in this school for a period of twenty-five years, covering the entire time of the existence of the school. A man of positive character, but of a kind and genial disposition, a thorough master of whatever he attempted to teach; a faithful instructor and pleasant associate; he will be long and kindly remembered by all who, in the last quarter of a century, have been connected with the Hughes High School. At the close of the recent graduation exercises at Pike's Opera House, the following minute, drawn up by a committee of teachers from the Woodward and Hughes schools, was presented to the audience there assembled, and unanimously adopted :

"There is a worker intimately associated with the growth and high prosperity of the Cincinnati Public Schools whose official labors close with the session of to-day.

"Mr. JOHN M. EDWARDS has now completed thirty-eight years in the employment of the Board of Education, and has filled twenty-five of these years with continuous, faithful, solid work in the Cincinnati Hughes High School. To-day, of his own choice, he leaves this work—graduates from the profession of teacher.

"The teachers of both High Schools unite in presenting to the audience the following :

"*Resolved*, That we, members of the Union Board, teachers, pupils and friends of the Cincinnati High Schools, bear public testimony to the

faithfulness and success of Mr. JOHN M. EDWARDS as an educator, and that we tender him our best wishes on this, the graduation day of his professional life."

Mr. EMIL KUHN, for several years teacher of German in the two high schools, also resigns his position at the close of the present year, to accept an assistant professorship in the University of Cincinnati.

IN MEMORIAM.

Two deaths have occurred among the pupils of the school during the year just closed, both the result of accident and both falling just at the close of the school year. CHARLES F. COOMBE, a member of the D grade, was drowned while bathing in the Ohio River. He had been in the school only one year, but had made himself known as a faithful student and a manly boy.

Miss FANNY J. JONES, of the graduating class, on the very evening following the completion of her course in the school, was burned to death at her residence in Newport, by the breaking of a coal oil lamp. The shocking circumstances of her death are well known. As a scholar, she was full of vivacity, intelligent and quick to learn, taking a high rank in her class, and highly esteemed by her teachers and classmates. Her sudden and untimely death in the midst of youth and health, and high anticipations, brought sorrow not only to the school but to a wide circle of friends and acquaintances.

THE JOSEPH RAY MEDALS.

The following communication received by the Union Board of High Schools, at their meeting held January 7, 1856, will sufficiently explain the origin of the Joseph Ray Medals for pupils of the High Schools.

CINCINNATI, December 31, 1855.

To the Union Board of Cincinnati High Schools:

GENTLEMEN—In accordance with the wishes of my late father, I propose founding a Mathematical Prize for the Woodward High School and for the Hughes High School.

I will give (\$50) Fifty Dollars every year to the pupil who shall pass the best examination in Mathematics in each of these respective schools; the prize so bestowed to be in money or a medal as the Union Board may deem best, to be called "The Joseph Ray Mathematical Prize." The first award to be made at the close of the examination in July next.

Respectfully yours,

DAN'L G. RAY.

The above proposition was accepted by the Board, and at a subsequent meeting it was decided to devote the money offered to the purchase of two prizes to consist of a gold and a silver medal for each school. Owing to unavoidable delays the first prize was not awarded until 1857. A complete list of the scholars of our school who have received the Ray Medals having never been published, I herewith give the names of those who have been thus honored, together with the date of graduation of each:

1857—JOHN VAN AMRINGE,	- - - - -	<i>Silver Medal.</i>
1858—ISABELLA C. PORTER,	- - - - -	<i>Gold Medal.</i>
LUTHER M. STRAFER,	- - - - -	<i>Silver Medal.</i>
1859—JENNIE GOBLE,	- - - - -	<i>Gold Medal.</i>
PHILO HOLCOMB,	- - - - -	<i>Silver Medal.</i>
1860—WILLIAM T. GRAY,	- - - - -	<i>Gold Medal.</i>
EDWARD P. HOWE,	- - - - -	<i>Silver Medal.</i>
1861—HENRY P. BELKNAP,	- - - - -	<i>Gold Medal.</i>
ROBERT KIRKER,	- - - - -	<i>Silver Medal.</i>
1862—GEORGE W. IRWIN,	- - - - -	<i>Gold Medal.</i>
MICHAEL B. GARAGHAN,	- - - - -	<i>Silver Medal.</i>
1863—MARY E. SNOWDON,	- - - - -	<i>Gold Medal.</i>
No Silver Medal awarded.		
1864—RANKIN D. JONES,	- - - - -	<i>Gold Medal.</i>
No Silver Medal awarded.		
1865—WILLIAM V. EBERSOLE,	- - - - -	<i>Gold Medal.</i>
ACHILLES H. PUGH	- - - - -	<i>Silver Medal.</i>
1866—CHARLES P. BELKNAP,	- - - - -	<i>Gold Medal.</i>
JOHN A. JOHNSON,	- - - - -	<i>Silver Medal.</i>
1867—J. WARREN CORNELL,	- - - - -	<i>Gold Medal.</i>
JOHN H. MORTON,	- - - - -	<i>Silver Medal.</i>
1868—JOHN W. HUTTON,	- - - - -	<i>Gold Medal.</i>
JOHN E. GILBERT,	- - - - -	<i>Silver Medal.</i>

1869—JAMES H. EBERSOLE,	-	-	-	-	-	Gold Medal.
S. THAYER STEWART,	-	-	-	-	-	Silver Medal.
1870—BERTHA M. SENIOR,	-	-	-	-	-	Gold Medal.
KATE M. LUPTON,	-	-	-	-	-	Silver Medal.
1871—JOSEPH G. EBERSOLE,	-	-	-	-	-	Gold Medal.
CHARLES R. FOX,	-	-	-	-	-	Silver Medal.
1872—SARAH K. CLARKE,	-	-	-	-	-	Gold Medal.
CHARLES P. YEATMAN,	-	-	-	-	-	Silver Medal.
1873—WILLIAM E. BROOKS,	-	-	-	-	-	Gold Medal.
MILLER OUTCALT,	-	-	-	-	-	Silver Medal.
1874—EMMA PAPPENHEIMER,	-	-	-	-	-	Gold Medal.
HULDAH GAZLEY,	-	-	-	-	-	Silver Medal.
1875—EMMA J. GAZLEY,	-	-	-	-	-	Gold Medal.
HELEN H. SCOTT,	-	-	-	-	-	Silver Medal.
1876—CHARLES S. HAIRE,	-	-	-	-	-	Gold Medal.
BELLE H. WHITAKER,	-	-	-	-	-	Silver Medal.

These medals were awarded for excellence in mathematics until 1874. Since that time and including the class of that year, they have been given for general scholarship. An examination of the list will show that the Gold Medal has been won by the girls of the school seven times; by the boys, twelve times; and that the Silver Medal has been won by the girls, four times; by the boys, thirteen times.

GRADUATION.

I think it would be well for the school authorities to discourage, as far as possible, the expensive displays of dress that have come to be the fashion at our graduation exercises. Many of the graduates of our High Schools are from poor families that can ill afford to comply with the foolish demands of custom on these occasions. Scarcely a year passes that some of the girls of our graduating class do not have to forego the pleasure of appearing upon the stage with their classmates because they are not able to incur the expense that these displays render necessary. In this connection the words of the Superintendent of Schools in one of our sister cities are in point. He says:

"Our schools should place their stamp of disapproval upon these useless displays of dress. It may be well for such as have nothing

better to show; but our Public Schools, the schools of the people, should display more sense and less silk, more training and less trimming. Simple attire is always attractive, and especially so when it is known to be within the ability of the wearer, and more especially so when it is known that the wearer does not put all her means upon the adornment of her person, but reserves some for the furnishing of the mind."

The following is a list of the graduating class arranged in the order of their standing. The average age of the class at graduation was 18 years 5 months. The youngest member of the class was 13 years 7 months, the eldest, 21 years of age:

- | | |
|--------------------------|--------------------------|
| 1. CHARLES S. HAIRE, | 20. GEORGE W. SAUL, |
| 2. BELLE H. WHITAKER, | 21. MICHAEL MULLER, JR., |
| 3. ALICE J. ELLIS, | 22. DAVID W. MILLER, |
| 4. NELLIE M. WATERS, | 23. ALMA F. OYLER, |
| 5. CARRIE E. MOORES, | 24. HATTIE S. LEACH, |
| 6. LESLIE T. RICHARDSON, | 25. EDWARD FERGUSON, |
| 7. HENRY H. BRADER, | 26. MOLLIE B. HUNT, |
| 8. FANNY J. JONES, | 27. EMMA B. ASHMAN, |
| 9. FRED. YOUMANS, | 28. FANNIE CIST, |
| 10. HELEN G. HUDSON, | 29. ELLA SMITH, |
| 11. MARSHALL SPOONER, | 30. ANNA M. ECCLES, |
| 12. WILLIAM H. REMLEY, | 31. LILLIAN MATTHEWS, |
| 13. CHARLES PRIESSER, | 32. RACHEL BEEKLEY, |
| 14. KATE B. GIRARD, | 33. WILLIAM H. HOPKINS, |
| 15. EVA M. YOUTSEY, | 34. CARRIE EVANS, |
| 16. MARY LAWLER, | 35. SOPHIE S. HENDERSON, |
| 17. SALLIE MARSH, | 36. MARY J. MURPHY, |
| 18. SELINA BROWN, | 37. NINA K. MARTIN. |
| 19. BURD M. PRATHER, | |

Respectfully submitted,

E. W. COY,

Principal of Hughes High School.

Enrollment, Attendance, Absence, Age, Etc.

OF THE

PUPILS OF HUGHES HIGH SCHOOL,

For the Year ending June 30, 1876.

<i>ENROLLMENT, ETC.</i>	<i>Boys.</i>	<i>Girls.</i>
Enrollment.....	198	243
Withdrawn.....	57	63
Remaining.....	141	180
Graduated.....	12	25
Average number belonging.....	169.4	213.5
Average daily attendance.....	164.8	204.7
Average daily absence.....	4.6	8.8
Enrolled in Class A.....	12	25
Enrolled in Class B.....	20	30
Enrolled in Class C.....	57	82
Enrolled in Class D.....	109	106
Remaining in Class B.....	18	28
Remaining in Class C.....	33	49
Remaining in Class D.....	78	78

NUMBER OF EACH AGE ENROLLED, WITHDRAWN AND REMAINING.

<i>ENROLLED, ETC.</i>	<i>AGE.</i>											
	12	13	14	15	16	17	18	19	20	21	22	
Boys enrolled.....	4	18	44	46	40	24	14	5	2	0	1	
Girls enrolled.....	1	9	38	65	65	41	18	6	0	0	0	
Boys withdrawn.....	0	5	11	16	11	10	3	1	0	0	0	
Girls withdrawn.....	0	1	5	15	24	16	1	1	0	0	0	
Boys remaining.....	4	13	33	30	29	14	11	4	2	0	1	
Girls remaining.....	1	8	33	50	41	25	17	5	0	0	0	

ANNUAL REPORT
OF THE
WOODWARD HIGH SCHOOL.

To the Union Board of High Schools:

GENTLEMEN—Permit me to submit for your consideration the following report of the condition and history of the Woodward High School for the school year ending June 30, 1876:

The assertion was made a few days ago, by one of our most prominent physicians, that the course of study of the public schools of this city was so severe and exacting, that the few who succeeded, did so at too great a sacrifice of physical and vital energy, that the girls especially were sent out from our schools with their blood so impoverished, and general system so weakened, that they were entirely unfitted for the duties and care of maternity. If these assertions, which are not unfrequently made, are true, it becomes a very grave duty with you, gentlemen, to find a remedy for this evil.

Many of the causes which are sapping the physical energies of our nation, and filling our world with prematurely old men and women, in whose sallow faces and faded looks are written too legibly the penalties of nature's broken laws, are beyond the influence of teachers or School Boards. The false notions of society and pernicious habits indulged in at home, can not be entirely counteracted by sanitary regulations within the school-room, however wisely constructed. So far as the sanitary condition of the Woodward School is concerned, while it has never been bad, I do not

think it has ever been better than at the present time. This is in part due to the healthful location of the school, and is also largely due to the fact that the teachers, especially in the D grade, are constantly impressing upon the minds of the pupils the importance of hygienic laws, and the vital necessity of their strict observance. Even when the "Board" required twenty-five per cent. more of work than they do at the present time, the sanitary condition of the school was excellent. From the year 1854 to 1864 inclusive, the records show that eighty-eight girls graduated from the Woodward School, forty-five of whom have since married. Of these 97.9 per cent. have borne children. Three of these graduates became invalids after their marriage, and two have since died. Of the unmarried, all but four have been engaged in teaching, with but few exceptions, ever since their graduation. Of these, two have died since their graduation. These figures certainly do not indicate that the High Schools are helping to fill the world with invalids.

I have dwelt somewhat at length upon this subject, because I believe at this point many parents greatly err in withdrawing their children from school, thinking thereby to improve their health, when the true cause of their feeble health should be sought for in some other direction. Hard study, under proper sanitary conditions, is always healthful, as the statistics of longevity of scholars have clearly proved. There is, however, one cause of physical weakness in the school which should be remedied as soon as possible. The examination by DR. WILLIAMS, of the eyes of the pupils of this school one year ago, indicated a great increase of defective vision in the upper grades. This is due in part to causes within the control of your "Board." The windows, as you are well aware, are so constructed as to exclude a considerable portion of the light; this, together with the dingy walls, which have not been whitened for a number of years, have made the rooms on the north side of the building, especially on dark days, so gloomy that the pupils have not been able to do certain kinds of work, especially drawing, without over-taxing their eyes.

Formerly pupils were not admitted into the High Schools unless they could show a good moral character, but for several years past such a qualification has been totally disregarded. In consequence of this neglect pupils have been admitted to the High Schools whose proper place was in some school of reform. It is true that we ought not to expect much goodness in young children. Like the embryonic state of certain lower animals, very young children too often prove their descent from a savage race. Moral precocity is sometimes as deceptive and detrimental as intellectual precocity. It is also true that the higher the faculties of the mind and soul, the later they are in their development. But is it not a criminal waste of the public funds to continue to educate a boy who has reached the years and the mental culture which would admit him to the High School, and yet who is so morally depraved that he will absent himself from school and forge his parent's signature to screen himself from the consequences of his truancy? Who is more dangerous to society than the educated villain? We all know that if a man is vicious and criminal he becomes more potent for mischief in proportion to the education he receives.

If a proper care for the physical wants of the school would exclude a pupil afflicted even with a very mild form of varioloid, would not a similar care for the moral wants of the school exclude the depraved and vicious?

I am afraid that some of this moral turpitude is due to the neglect of teachers. So long as school boards gauge the qualifications of their teachers entirely by the high percentages which their pupils attain in the several branches taught, they will be less than human if some, at least, do not plead want of time to attend to the moral delinquencies of the children intrusted to their care, when they know that such time is not only lost to the recitation, but that pupils whose morals have been cultivated have a habit of not doing as well at examinations as those whose consciences are less tender.

The opening of special departments of study in the Cincinnati University, has revealed the fact that a number of applicants, who are very desirous of pursuing such

studies. are totally unprepared to do advanced work for want of elementary training in such branches. It is thought by some that a special arrangement ought to be made in the High Schools for such students, allowing them to pursue a single subject, or more, without being restricted to any one of the courses provided for regular students. The only danger to be feared from such a course is the demoralization of the regular students. The age is fast. Even children feel that the educational processes are too slow, and yet all real valuable growth is necessarily slow. Special knowledge is not sufficient to produce the best special results. As a recent writer on this subject has well said: "The man must be *formed* as well as *informed*. The culture of letters gives the mind a clearness of conception, and expression favorable to the cultivation of science."

If such a privilege is granted it should be restricted to those who, on account of age or limited means, or both, are not able to pursue a more generous course of preparation for University work.

The following pupils deserve especial mention for their faithfulness in attendance and study, and for their excellent behavior:

WILLIAM DOHERTY,
FRANK W. HOPKINS,
HARRY TAFT,
WILLIAM LITTLEFORD,
VICTOR TROUNSTINE,
CYNTHIA DAVIDSON,
LIZZIE EPPENS,
CHARLOTTE HECKEL,
CLARA LUCKER,
ANNA MARSHALL,
BELLA MYER,
CLARA POTTER,
ELLA ROTHE,
FLORENCE WEAVER,
ESTUS FLINN,

JULIUS KOCH,
JOHN NICKLES,
D. S. OLIVER,
ERIC SATTLER,
J. G. O'CONNELL,
ALBERT SHOCKLEY,
O. P. HOLT,
CHARLES WITTE,
GEORGE GOODE,
M. W. SPAHR,
VICTOR HELLEBERG,
CHARLES E. CALDWELL,
WILLIAM GRUBB,
GEORGE HILL,
HORACE TAFT.

The medals for superior scholarship were awarded as follows:

RAY MEDALS.

Gold—W. F. C HASSON,

Silver—WALTER S. CHRISTOPHER,

UNKNOWN MEDAL.

Gold — EMMA GARRETTE'.

The graduating class rank as follows :

- | | |
|---------------------------|--------------------------|
| 1. WALTER S. CHIRSTOPHER, | 21. MAGGIE CORKHILL, |
| 2. W. F. C. HASSON, | 22. EMMA FELDWISCH, |
| 3. WILLIAM DOHERTY, | 23. IDA L. ABBOTT, |
| 4. EMMA F. GARRETTE', | 24. CHARLES R. JUDGE, |
| 5. FRANK W. HOPKINS, | 25. JULIA SULLIVAN, |
| 6. IDA J. BOYER, | 26. WILLIAM J. MARTIN, |
| 7. W. J. T. WILSON, | 27. ALICE G. KENDALL, |
| 8. MORRIS POHLMANN, | 28. CARRIE PETERMANN, |
| 9. EDWARD P. BISHOP, | 29. LOUISA BOHLANDER, |
| 10. ELLA GIBSON, | 30. WALTER TASKER, |
| 11. REUBEN B. MILLER, | 31. GEORGE F. DIETERLIE, |
| 12. EMMA FORCHEIMER, | 32. MARY MCGOWAN, |
| 13. ISABELLA MARTIN, | 33. NELLY MCCALLUM, |
| 14. AUGUSTA MARCUS, | 34. WILLIAM LITTLEFORD, |
| 15. HARRY TAFT, | 35. SUSIE GRIFFITH, |
| 16. ZELLIE L. WRIGHT, | 36. HARRY CRYER, |
| 17. ELLA DAVIS, | 37. ALFRED A. TUCKER, |
| 18. HARRY LAWS, | 38. FRANK J. SIEFERT, |
| 19. CHARLES C. GERARD. | 39. SARAH NORTHMAN, |
| 20. RACHEL SHAW, | 40. EDWARD SCHWOERER. |

Respectfully submitted,

GEORGE W. HARPER,

Principal of Woodward High School.

Enrollment, Attendance, Absence, Age, Etc.

OF THE

PUPILS OF WOODWARD HIGH SCHOOL,

For the Year ending June 30, 1878.

<i>ENROLLMENT, ETC.</i>	<i>Boys.</i>	<i>Girls.</i>
Enrolled.....	245	200
Withdrawn	63	52
Remaining.....	182	148
Graduated	20	20
Average number belonging.....	216.05	174.83
Average daily attendance	212.41	171.99
Average daily absence	3.64	3.03
Enrolled in Class A.....	23	20
Enrolled in Class B.....	20	20
Enrolled in Class C.....	59	58
Enrolled in Class D.....	143	102
Remaining in Class B.....	17	18
Remaining in Class C.....	40	37
Remaining in Class D.....	105	73

NUMBER OF EACH AGE ENROLLED, WITHDRAWN AND REMAINING.

<i>ENROLLED, ETC.</i>	<i>AGE.</i>								
	12	13	14	15	16	17	18	19	20
Boys enrolled	1	15	61	66	53	32	14	2	1
Girls enrolled	0	14	34	54	56	25	11	6	0
Boys withdrawn	0	3	12	15	18	10	3	1	1
Girls withdrawn.....	0	4	7	14	21	5	1	0	0
Boys remaining.....	1	12	49	51	35	22	11	1	0
Girls remaining.....	0	10	27	40	35	20	10	6	0

Superintendent's Report.

OFFICE OF PUBLIC SCHOOLS, }
CINCINNATI, August 31, 1876. }

To the Honorable Board of Education:

GENTLEMEN—Herewith, I respectfully submit for your consideration, my Second Annual Report of the condition and progress of the Public Schools of Cincinnati, for the year ending at this date.

The school statistics will be found in the carefully prepared tables accompanying this report.

Population of the city according to the United States census of 1870.....	216,239
Number of District Schools, (white)	26
Number of District Schools, (colored)	5
Number of Intermediate Schools, (white)	4
Number of Intermediate Schools, (colored)	2
Number of High Schools, (white)	2
Number of High Schools, (colored)	1

In addition to the Intermediate Schools mentioned above, there are Intermediate Departments in ten of the District Schools.

Number of school buildings in use.....	41
Number of school-rooms in use.....	554
Number of school-rooms not in use.....	18
Number of buildings completed during the year.....	2
Number of square feet of floor to each pupil in daily attendance	14
Number of cubic feet of space to each pupil.....	200

The following table shows the number of square feet of floor and the cubic feet of space in rooms occupied by

pupils in the several schools; the average number of the same to each pupil in average daily attendance; and also the number of square yards of play-ground :

SCHOOLS.	Number of rooms occupied by pupils.....	Number of square feet of floor occupied by pupils.....	Number of square feet per pupil.....	Number of cubic feet of space.....	Number of cubic feet per pupil.....	Number of square yards of play ground.....	Number of square yards per pupil.....
Hughes High School	9	5822	15.7	143671	389.	1466	4.
Woodward High School.....	9	8701	22.2	154085	394.2	4401	11.3
Gaines High School	3	1960	15.6	29000	232.	755	6.
First Intermediate School	17	12446	15.	162886	197.2	3331	4.1
Second Intermediate School.....	14	9244	18.5	138600	193.5	584	0.8
Third Intermediate School.....	15	18249	17.2	185488	241.	815	1.05
Fourth Intermediate School.....	16	12938	16.	185750	240.	11200	11.2
First District School	20	14560	16.2	206920	232.	1480	1.6
Second District School.....	14	14803	25.	191221	323.	1778	3.
Third District School.....	12	8590	17.2	12224	226.5	1309	2.5
Fourth District School	8	6187	17.7	85859	245.3	1468	4.5
Fifth District School.....	17	11349	14.1	167330	209.1	919	1.1
Sixth District School	23	15925	14.5	242711	220.	1240	1.1
Seventh District School	10	5410	11.	62700	128.	8656	18.6
Eighth District School.....	21	11910	10.6	154176	150.	511	.5
Ninth District School.....	12	7594	12.6	91128	151.	950	1.58
Tenth District School.....	19	11022	12.6	156126	178.	716	0.8
Eleventh District School.....	28	21446	14.2	293040	188.8	1891	1.25
Twelfth District School.....	21	17142	17.8	241562	251.	1251	1.3
Thirteenth District School.....	22	11408	11.6	155096	158.8	1045	1.1
Fourteenth District School.....	21	12745	12.4	173581	169.5	4001	3.9
Fifteenth District School.....	23	15219	12.	247626	209.4	980	.8
Sixteenth District School	10	7500	23.4	10200	317.	1115	3.4
Seventeenth District School	8	5600	15.4	84000	243.4	25021	7.2
Eighteenth District School.....	11	5507	12.7	70091	161.1	1190	2.7
Nineteenth District School	4	3880	22.	22480	189.	6067	29.
Twentieth District School.....	21	16810	15.3	252150	225.	1880	1.7
Twenty-first District School	20	15372	21.8	224385	274.3	3125	3.8

SCHOOLS.	Number of rooms occupied by pupils.....	Number of square feet of floor occupied by pupils.....	Number of square feet per pupil.....	Number of cubic feet of space.....	Number of cubic feet per pupil.....	Number of square yards of play ground.....	Number of square yards per pupil.....
Twenty-second District School.....	16	13821	19.	208170	278.	4188	5.7
Twenty-third District School.....	8	4836	10.2	50840	120.	1771	4.2
Twenty-fourth District School.....	17	2510	23.8	185880	288.	21900	68.8
Twenty-fifth District School.....	8	4150	11.	49800	184.	768	2.
Twenty-sixth District School.....	9	5463	12.7	71258	167.	5448	12.7
Colored District School.....		9158	16.4	118796	154.6	2427	4.8

Value of school property is estimated as follows :

District and Intermediate Schools.....	\$1,760,000 00
High Schools.....	200,000 00

Total valuation..... \$1,960,000 00

Number of female teachers.....	474
Number of male teachers	106

Total..... 580

Whole number of pupils enrolled in the District.	
Schools, (white).....	23,808
District Schools, (colored).....	871

District Schools, Totals..... 24,679

In Intermediate Schools, (white)	4,302
In Intermediate Schools, (colored).....	112

Intermediate Schools, Totals

4,414

In High Schools, (white).....	886
In High Schools, (colored)	38

High Schools, Totals

924

In Normal Schools	78
School for Deaf-Mutes	20
Total	98
District, Intermediate and High Schools, Totals.....	30,115
Number enrolled in Night Schools, Totals	4,237
Grand Total attending Public Schools.....	34,352

Number of different pupils enrolled, exclusive of Night Schools, 28,922, an increase over previous year of 1,043.

Since frequent mention will be made in this report to the "Grades," they are given below, with the year of school life to which each grade corresponds.

The District Schools are divided into five grades, denominated H, G, F, E and D, corresponding with the 1st, 2d, 3d, 4th and 5th years; and the High Schools into four grades, denominated D, C, B and A, corresponding with 9th, 10th, 11th and 12th years of school life.

The following table shows the number of pupils enrolled in the several grades of the District, Intermediate and High Schools, and the per cent. which the number in each grade is of the total enrollment of the school. The white and colored schools are taken separately. The Mornington School and the School for Deaf-Mutes are omitted.

HIGH SCHOOLS.

GRADES.	ENROLLED.		PER CENT.	
	Whites.	Colored.	Whites.	Colored.
Grade A	80	5	.4	.5
Grade B	90	4	.4	.4
Grade C	256	3	1.	.3
Grade D	460	26	1.7	2.6
Total	886	38	3.5	3.8

INTERMEDIATE SCHOOLS.

GRADES.	ENROLLED.		PER CENT.	
	Whites.	Colored.	Whites.	Colored.
Grade A	771	19	2.7	1.9
Grade B	1,448	34	5.1	3.5
Grade C	2,053	59	7.2	6.
Total	4,272	112	15.	11.4

DISTRICT SCHOOLS.

GRADES.	ENROLLED.		PER CENT.	
	Whites.	Colored.	Whites.	Colored.
Grade D	2,786	82	9.7	.8
Grade E	3,718	81	13.	.8
Grade F	3,965	85	13.8	.8
Grade G	4,780	135	16.6	13.4
Grade H	8,474	488	29.4	48.4
Total	23,723	871	82.5	86.8

The number of pupils enrolled in the Normal School is .25 per cent. of the number enrolled in all the schools.

The average of the pupils in the several grades of the District, Intermediate and High Schools was as follows:

DISTRICT SCHOOLS.

GRADES.	Whites.	Colored.
Grade H, 1st year	6.5	8.1
Grade G, 2d year	7.9	10.4

DISTRICT SCHOOLS—CONTINUED.

<i>GRADES.</i>	<i>Whites.</i>	<i>Colored.</i>
Grade F, 3d year	9.3	11.5
Grade E, 4th year	10.2	11.8
Grade D, 5th year	11.2	12.4

INTERMEDIATE SCHOOLS.

<i>GRADES.</i>	<i>Whites.</i>	<i>Colored.</i>
Grade C, 6th year	12.2	14
Grade B, 7th year	13.2	15
Grade A, 8th year	13.8	17

HIGH SCHOOLS.

<i>GRADES.</i>	<i>Whites.</i>	<i>Colored.</i>
Grade D, 9th year	14.8	16.5
Grade C, 10th year	15.3	16.3
Grade B, 11th year	16.4	16.2
Grade A, 12th year	17.4	18.

The number of pupils withdrawn during the year was:

<i>SCHOOLS.</i>	<i>Whites.</i>	<i>Colored.</i>	<i>Total.</i>
From District Schools	5,576	308	5,884
From Intermediate Schools.....	1,149	14	1,163
From High Schools.....	235	2	237
From Normal School	33	.....	33
Total	6,993	324	7,317

Per cent. of pupils withdrawn of the whole number in the several schools:

<i>SCHOOLS.</i>	<i>Whites.</i>	<i>Colored.</i>	<i>Gen'l Average.</i>
District Schools	23.4	34.	24.
Intermediate Schools	26.7	12.5	26.5
High Schools	26.	5.3	25.7
Normal Schools	41.	.....	41.
Average in all Schools .....	.....	.....	24.6

The number of pupils withdrawn during the past year was 7,317, against 7,008 the previous year, an increase of 309. This increase is due to the prevalence of small-pox during the greater part of the school year. So prevalent was this disease in one of the districts that the school was closed by order of the Board.

The number remaining in the schools at the close of the year was:

<i>SCHOOLS.</i>	<i>Whites.</i>	<i>Colored.</i>	<i>Total.</i>
District Schools	18,147	563	18,710
Intermediate Schools	3,125	98	3,223
High Schools.....	652	36	688
Normal School	45	.....	45
Total	21,969	697	22,666

Per cent. remaining of whole number of different pupils enrolled:

	<i>Per Cent.</i>
Whites.....	76
Colored	78

The per cent. of the pupils remaining at the different ages, estimated on the number enrolled at those ages, was:

	<i>Per Cent.</i>
At 6 years of age.....	74.2
At 7 years of age.....	80.
At 8 years of age.....	80.2
At 9 years of age.....	79.1
At 10 years of age.....	79.6
At 11 years of age.....	76.2
At 12 years of age.....	69.3
At 13 years of age.....	69.1
At 14 years of age.....	66.4
At 15 years of age.....	62.8
At 16 years of age.....	63.2
At 17 years of age.....	64.
At 18 years of age.....	88.9
At 19 years of age.....	85.7
At 20 years of age.....	75.

The average number of pupils belonging was:

<i>SCHOOLS.</i>	<i>Whites.</i>	<i>Colored.</i>	<i>Total.</i>
In the District Schools.....	18,138	506	18,644
In the Intermediate Schools.....	3,656	98	3,754
In the High Schools	774	34	808
In the Normal Schools.....	54	.....	54
Total.....	22,622	638	23,260

The average number of pupils in daily attendance was:

<i>SCHOOLS.</i>	<i>Whites.</i>	<i>Colored.</i>	<i>Total.</i>
In the District Schools.....	17,456	477	17,933
In the Intermediate Schools.....	3,538	94	3,632
In the High Schools	754	34	788
In the Normal School	53	.....	53
Total.....	21,801	605	22,406

The per cent. of daily attendance, estimated on the whole number of different pupils enrolled, was 74.5 in the white schools, in the colored schools 59.3, and 73.6 in all the schools.

The per cent. of the average daily attendance, estimated on the average number belonging, was 97 in the white schools, 94.8 in the colored schools, and 96.2 in all the schools.

The average number of pupils enrolled to each teacher having charge of a room was :

<i>SCHOOLS.</i>	<i>Whites.</i>	<i>Colored.</i>	<i>Gen'l Average.</i>
In the District Schools.....	63.	62.2	62.9
In the Intermediate Schools....	49.3	42.	49.3
In the High Schools	44.3	19.	44.
Average in District and Intermediate Schools combined.....			60.4

The average number of pupils belonging to each teacher was :

<i>SCHOOLS.</i>	<i>Whites.</i>	<i>Colored.</i>	<i>Gen'l Average.</i>
In the District Schools.....	48.3	36.2	47.7
In the Intermediate Schools....	42.5	32.7	42.2
In the High Schools	38.7	10.5	36.7
In the District and Intermediate Schools			46.7

The average daily attendance to each teacher was :

<i>SCHOOLS.</i>	<i>Whites.</i>	<i>Colored.</i>	<i>Gen'l Average.</i>
In the District Schools.....	45.9	31.8	45.9
In the Intermediate Schools....	41.2	31.3	40.8

<i>SCHOOLS.</i>	<i>Whites.</i>	<i>Colored.</i>	<i>Gen'l Average.</i>
In the High Schools	37.7	17.	35.8
In the District and Intermediate Schools .....	.....	.....	44.9

In making out the average number of pupils per teacher, the Principals, First German Assistants, and Special Teachers were excluded, as their instruction is general, not confined to particular rooms. Including the Principals and the First German Assistants, the average number of pupils enrolled per teacher in the District Schools was 58.4; belonging, 44.3; attending, 42.6.

Number of pupils enrolled in comparison with previous years:

In the District Schools (white), increase	847
In the Intermediate Schools (white), increase	37
In the High Schools (white), increase	29
In the Normal School, increase	0
Total increase.....	913
In the District Schools (colored), increase.....	25
In the Intermediate Schools (colored), increase.....	27
In the High Schools (colored), increase.....	16
Total increase in the colored schools	68
Total increase in all the schools	981

Comparative numbers belonging:

In the District Schools (white), increase	408
In the Intermediate Schools (white), increase	101
In the High Schools (white), increase	34
In the Normal School, decrease	4
Total increase.....	539
In the District Schools (colored), decrease	103
In the Intermediate Schools (colored), increase	23
In the High Schools (colored), increase.....	13
Total decrease in Colored Schools	67
Total increase in all the schools	472

Comparative number attending :

In the District Schools (white), increase	407
In the Intermediate Schools (white), increase.....	88

In the High Schools (white), increase	30
In the Normal School, decrease	4
Total increase.....	521
In the District Schools (colored), decrease.....	80
In the Intermediate Schools (colored), increase	22
In the High Schools (colored), increase.....	14
Total increase in Colored Schools.....	44
Total increase in all the Schools	477

While the increase in the number of pupils enrolled, was 981, the increase in average number belonging, was only 472, and in the average number attending, 477. The great difference between the comparative number enrolled, and the comparative number belonging and attending, is due to the epidemic heretofore referred to.

The following table shows the average number belonging, the average number in attendance, and the average daily absence, of the several months in the year:

<i>MONTHS.</i>	<i>Belonging.</i>	<i>Attendance.</i>	<i>Absence.</i>
September	23,711	23,441	270
October	24,314	23,414	900
November	24,390	23,550	840
December	23,507	22,437	1,070
January	22,852	21,918	934
February.....	22,784	21,779	1,005
March	22,512	21,440	1,072
April	23,101	22,085	1,016
May	23,586	22,785	801
June.....	22,738	21,905	833

The average number of teachers in the day schools was :

Males	106
Females.....	474
Total	580

The amount paid for tuition was as follows :

District Schools	\$339,233 05	
Intermediate Schools	68,351 33	
High Schools	39,127 97	
Normal Schools	7,385 97	
Deaf-Mutes	781 10	
Total		\$454,880 42
Music.....	12,118 64	
Penmanship.....	3,246 86	
Drawing	5,808 64	
Total Special Teachers		21,174 14
Grand Total.....		\$476,053 56

The average cost of Special Teachers per pupil, estimated on the whole number enrolled, was 68 cents; on the number belonging, 92 cents; and the number in attendance, 94 cents.

The average tuitionary cost per pupil, estimated on the whole number enrolled, was (the average cost of Special Teachers included):*

District Schools.....	\$14 47
Intermediate Schools	20 46
High Schools	43 02
All the schools	15 79

On the average number belonging :

District Schools.....	\$19 11
Intermediate Schools	24 78
High Schools	48 44
All the Schools	24 52

Non-residents attending the District Schools, are required by the rule of the Board, to pay a tuition fee of

*For the average tuitionary cost per pupil in the several schools, see table No. 7, accompanying this report.

\$16.00 per year, which is \$3.11 less than the average tuition-ary cost per pupil, and those attending the Intermediate Schools, \$20.00, which is \$4.78 less than the cost.

NIGHT SCHOOLS.

There were enrolled in the Night High School, 879 males and 101 females; in the District Schools, 2,613 males and 644 females; in all the schools, 3,257 males and 980 females. The average number of teachers employed in the High School was 11 males and 3 females; in the District Schools, 32 males and 32 females; in all the schools, 79 teachers, an increase of 29 over the previous year. This increase became necessary, first, by the establishment of five additional District Schools, and secondly, by the large increase in the enrollment and attendance of pupils in the old schools. The average number of pupils enrolled per teacher (exclusive of principals not occupying recitation room), was 59.7; the average number attending was 32.2, or 2.2 more than the number required by the rules of the Board.

The average yearly enrollment of the Night Schools since their establishment in 1869, was 3,056; the enrollment for the past year was 4,237, or an increase of 44 per cent. on the average yearly enrollment. The average attendance shows the same gratifying increase.

No change was made in the organization of the Night Schools during the past year.

The same excellent discipline was maintained throughout. The advancement, especially in the Night High School, was highly creditable to both teachers and pupils.

To the subjects taught during the previous year, viz: Arithmetic, Grammar, Penmanship, Drawing, Elocution, Book-keeping, Anatomy and Physiology, Physics, General History, American History, Constitution of the United States, Algebra and German, Geometry was added.

With pleasure I record that 37 pupils passed, satisfactorily, a severe written examination, and were awarded diplomas in Book-keeping.

NAMES OF GRADUATES.

CLASS OF 1876.

LEONARD S. WHITE,
ALFRED REINANER,
JOHN GRADEL,
LEON BLOCK,
OTTO SCHMITZ,
OTTO GROENLAND,
CHARLES KOLL,
MORRIS TOBIAS,
JOHN HAGEMANN,
C. MILLER,
GEORGE L. BAKER,
CHARLES ROBLING,
JACOB STALL,
H. W. SCHOENFELDER,
J. C. B. HARPER,
MAX MEYER,
ISADORE BERMAN,
FRED. HERBENSTEIN,
CHARLES M. STEVENS,
GUSTAV BEROLD,

CONRAD OBERSCHMIDT,
W. C. RUDOLPH,
JOSEPH LOEB,
ROBERT T. HUTTON,
W. S. MAGLEY,
ALBERT SMITH,
WILLIAM H. COWGUILL,
JOHN A. BAUCH,
A. FREY,
F. H. CLARKE,
CHARLES SCHMALSTIG,
JOHN MCNEIL,
F. J. ARLINGHAUS,
JULIUS MIHLIEN,
Miss LIZZIE C. QUINN,
Miss SOPHIA ARMSTRONG,
Miss FANNIE J. STEIN,
WILLIAM F. SHAY,
WILLIAM MCROBERTS.

CLASS OF 1875.

Miss THERESA SCHWARTZ,
Miss ANNIE STINGER,
Miss ANNIE SCOTT,
ALBERT D. WOLF,
ALFRED LIEBENSTEIN,
THOMAS BUTTERWORTH,
AUGUST SUESSMANN, Jr.,
OTTO WINKLEMAN,
J. H. DAPPE,
J. W. CRUSE,
JOHN F. SHAY,
ERNEST BEVERMANN,
HENRY LOWY,

HENRY VOGEL,
THOMAS F. RUANE,
JOHN WURST,
E. G. LAWRENCE,
G. H. EVERSMAN,
WILLIAM COOPER,
JOHN WILLIAMSON,
F. B. LOTZE,
LEOPOLD LOEB,
JAMES JONES,
JOHN A. WARNER,
ALBERT EINSTEIN,

CLASS OF 1874.

Miss MAGGIE H. TAYLOR,
 Miss BELLA MILLER,
 Miss CELIA HARRIGAN,
 Miss JOSIE DOERING,
 Miss MAGGIE REILLY,
 FRANK SHARP,
 A. H. DUWELINS,
 T. NICHOLS,
 HARRY JENNEY,
 EDWARD J. FARBACH.
 V. J. MONTGOMERY,
 BERNARD OTTING,
 ADAM BRAUNWERT,
 ALEXANDER ROBERTSON,
 EDWARD RAVIE,
 EDWARD QUINN,
 ROLAND WINTER,

W. A. W. FRANCIS,
 LOUIS HOLLENBECK,
 HENRY ROVER,
 JOHN H. TAYLOR,
 E. A. WITTMAN,
 CHARLES CHRISTMAN,
 JOHN C. VANPEL,
 O. D. DICKMAN,
 JOHN W. WELPLEY,
 JOHN C. CHORS,
 JOHN C. WILLIAMSON,
 JAMES JONES,
 M. B. CALLENDER,
 JACOB MILLER,
 CHARLES JUDAH,
 LOUIS STEIN,
 W. G. PATTERSON.

ATTENDANCE OF PUBLIC, PRIVATE AND CHURCH SCHOOLS.

The census of school youths, taken September, 1875, shows that there were at that time in Cincinnati, between the ages of 6 and 21 years:

White youths	86,886
Colored youths.....	1,956
Total	88,842

The number attending the public schools at that time were	25,933
Church schools.....	14,380
Private schools.....	1,195
Total.....	40,517

The number of *different* pupils who attended the public schools at some time during the past year was 28,922, or

10 per centum more than the number reported in September. The number who attend the church and private schools increased by the same percentage, gives 15,826; the number who attended charitable and reformatory institutions, 450; the number who attend night schools, 4,737; whole number who attended schools, 49,935. This number does not include those who attended business colleges or higher institutions of learning.

The estimated number between 6 and 14 years is 49,384.

The number who attended the public schools between these ages, was 27,620. The number who attended church and private schools between the same ages, was 15,014. Estimated number who attended charitable and reformatory institutions, 350. Whole number who attended school between the ages of 6 and 14 years, 42,984; leaving 6,400 as the number who did not attend school between the ages of 6 and 14 years. In the language of my last report:

"The greater part of the children of this city who did not attend school any time during the past year can be accounted for as follows: The children of many of our more intelligent parents are not sent to school till they are 7 or 8 years of age. Many others are withdrawn from the District and Intermediate Schools after they have obtained the most essential rudiments of education."

It is evident, therefore, that very few children of Cincinnati never attend school.

NORMAL INSTITUTE.

The Tenth Annual Session of the Teachers' Normal Institute was held during the week preceding the opening of the schools. The following is the programme:

INSTRUCTORS.

ENGLISH DEPARTMENT.

Prof. EDWARD S. MORSE,	- - - - -	<i>Zoology.</i>
Prof. T. C. MENDENHALL,	- - - - -	<i>Physics and Mathematical Geography.</i>
Prof. ADOLPH LEUE,	- - - - -	<i>Botany.</i>
H. C. BAUM, M.D.,	- - - - -	<i>School Ventilation.</i>
DELIA LATHROP,	- - - - -	<i>Methods of Teaching.</i>
J. C. KINNEY,	- - - - -	<i>Orthography.</i>

JAMES E. SHERWOOD,	- - - - -	<i>Elocution.</i>
HENRY DOERNER,	- - - - -	<i>Arithmetic.</i>
ARTHUR FORBRIGER AND ASSISTANTS,	- - - - -	<i>Drawing.</i>
A. E. BURNETT, MARY H. STEVENSON AND C.W. BELL,	- - - - -	<i>Penmanship.</i>
CHAS. AIKEN AND ASSISTANTS,	- - - - -	<i>Music.</i>

GERMAN DEPARTMENT.

G. H. BORGER,	- - - - -	<i>Elementary Instruction.</i>
HENRY DOERNER,	- - - - -	<i>Language Exercises and Grammar.</i>
AUGUST H. BODE,	- - - - -	<i>Orthography or Penmanship.</i>
WM. MUELLER,	- - - - -	<i>Reading and Composition.</i>

RULES.

1. Teachers are required to be present five minutes before 9 o'clock, A. M.

2. All Teachers are required to be present at the opening exercises in the Main Hall, and immediately thereafter to repair to their respective rooms.

3. Teachers shall not be allowed to attend other rooms than those assigned to the grade to which they belong, without permission of the Principal in charge.

4. The Principal in charge of room will keep roll of Teachers in attendance, and be responsible for the order in such room.

5. Principals will attend the various rooms at their discretion, but will report their presence to MR. WHEELER, in the Main Hall.

6. Leave of absence shall be granted only in case of necessity, by the Principal in charge, and cause thereof be entered opposite the name of applicant for the consideration of Committees on Reports and Excuses.

7. Strangers attending the Institute are requested to join some class, and report their names to the Principal in charge.

Approved:

ISAAC SIMON,
G. D. HADLEY,
FRANCIS FERRY,
R. J. MORGAN,
FRANZ C. SEITER,

} Committee.

PROGRAMME OF NORMAL INSTITUTE.

ENGLISH DEPARTMENT.

BELLS	First.	Second.	Third.	Fourth.	RECESS.	Fifth.	Sixth.	Seventh.	ROLL-CALL.
TIME.....	9.15-9.50	9.55-10.25	10.30-11.00	11.05-11.35		12.05-12.35	12.40-1.10	1.15-1.55	2.00
Grades A & B	Mendenhall.	Mendenhall.	{ Penmanship or Drawing. }	Leue.		Morse.	Music.	Lecture.	
Grade C	Mendenhall.	Mendenhall.	{ Penmanship or Drawing. }	Leue.		Morse.	Music.	Lecture.	
Grade D	Morse.	Leue.	Penmanship.	Drawing.		{ Sherwood or Kinney. }	Music.	Lecture.	
Grade E	Morse.	Leue.	{ Sherwood or Kinney. }	Penmanship.		Drawing.	Music.	Lecture.	
Grade F	Morse.	Leue.	{ Sherwood or Kinney. }	Lathrop.		{ Penmanship or Drawing. }	Music.	Lecture.	
Grade G	{ Penmanship or Drawing. }	Lathrop.	Morse.	{ Kinney or Drawing. }		Music.	Leue.	Lecture.	
Grade H	Lathrop.	{ Penmanship or Drawing. }	Morse.	{ Kinney or Drawing. }		Music.	Leue.	Lecture.	

OPENING EXERCISES, 9 A.M.

ROLL-CALL, 8.55 A.M.

GERMAN DEPARTMENT.

Grades E and F	Doerner.	Bode.	Mueller.	Music.	Morse.	Leue.	Lecture.
Grades G and H	Bode.	Doerner.	Music.	Borger.	Morse.	Leue.	Lecture.

LECTURES.

Monday,	Tuesday,	Wednesday,	Thursday,	Friday,
PROF. LEUE.	PROF. MORSE.	PROF. MENDENHALL.	PROF. MORSE.	DR. BAUM.

TEACHERS' ASSOCIATION.

There are three distinct associations for teachers, the Principals', the First German Assistants', and the Lady Teachers' Association; each of which holds its meetings monthly. The greater part of the time of the Principals' Association has been occupied in the discussion of reports of the several standing committees of that body, on practical subjects connected with the schools, and such recommendations have been made from time to time to the Board of Education and the Superintendent as, in the wisdom of the Association, were for the best interests of the schools.

The Association of the First German Assistants has confined its discussion principally to courses of study and methods of instruction. The progress made in the school-work of the German department for the last few years is largely due to this Association.

The meetings of the Lady Teachers' Association have been well attended, and the literary exercises have been entertaining and instructive. These associations unquestionably serve high purposes in our scheme of education.

NUMBER OF SUBJECTS IN THE DISTRICT SCHOOLS.

In my last report I spoke at length on the question, "Ought any of the subjects taught in the District Schools (first five years of school life), to be excluded on the ground that too much is attempted in these schools?" I took the ground that there were not too many subjects; that little children could learn something of a number of subjects, and not much of any one; that they could learn as much of Arithmetic (for instance), in one hour a day as in ten; that the fault of too much study lies in the direction of cramming in some of the branches, and not in the number of studies; that diversity in mental labor was less laborious than much dwelling on one or a few subjects.

On this question, the distinguished educator, Superintendent PHILBRICK, of Boston, in his report of 1874, says:

"I often hear the opinion expressed by well meaning but not very competent critics, that our children have too many studies. Some of

these critics would have only the three R's taught. * * * * *

During the past year I have made a thorough study of the systems of elementary education in all the most advanced countries in the world, and I find nothing in all this investigation to justify the flippant criticism which we hear about the multiplicity of studies in our elementary courses of instruction. If our programmes are wrong in this respect, then all the more approved systems in foreign countries are also wrong,—systems which are the result of generations of experiment and of profound study. No, there is not a single subject of study that can safely be stricken out of the programmes of our Grammar and Primary Schools."

ARITHMETIC.

The new course of study prepared a year and a half ago, with especial reference to obtaining on the part of the pupils accuracy and facility in the fundamental rules of Arithmetic and the methods employed in teaching the same, have produced results more satisfactory than the most sanguine friends of the change had anticipated.

We find now class after class of pupils of Grade G (2d year) who will add and subtract with greater accuracy and facility than did those of Grades E and D (4th and 5th years) before the change.

My examination into the methods of teaching Primary Arithmetic in the principal cities of the country has convinced me that our methods are the best; that certainly in this subject Cincinnati is second to none.

OBJECT LESSONS.

From two to three Lessons per week are given to Object Lessons in the District Schools. The primary objects of these lessons are to educate the senses, to cultivate habits of observation, to develop the perceptive faculties, and to teach the use of correct language.

Near the close of the schools in June, I requested the Principals to examine their pupils orally in Object Lessons and to report the results. They were to report, not only on the knowledge obtained by the pupils, but also on the methods employed by the teachers in imparting that knowledge. The Principals did their work faithfully, and,

with one or two exceptions, reported satisfactory results. The Board will remember that some year and a half ago radical changes were made in the methods of teaching Object Lessons, as then pursued by our teachers;* also that written examinations in this subject were discontinued and oral examinations substituted. That the Board may be able to judge for itself of the effects of these changes, the following extracts taken from the reports of the Principals are submitted:

Mr. REYNOLDS, Principal of the Second District School, says:

"I am greatly pleased with the ready and intelligent answers to the questions I gave during the examination, and am able to state that I was agreeably surprised at the exhibit of the actual number of objects which had been brought before the children. The teachers have taught the subject in its time and according to your orders. I believe no detriment has come from the discontinuance of the written examination."

Mr. MICKLEBOROUGH, Principal of the Fifth District School, reports:

"Object Lessons have received due care and attention from the teachers of this district. From time to time I have questioned the different grades of this school, and find that the children are more apt in observing and ready in expression than when Object Lessons were a mere matter of memory."

Report of Mr. ROYSE, Principal of the Sixth District School:

"The following is the plan of teaching: *First*, The subject is announced to the pupils a day or two beforehand, and they are expected to learn from personal observation and by inquiry outside of school all about it they possibly can. *Second*, The object itself, or, if that be impracticable, a picture of the same, is placed before the class at recitation. *Third*, The pupils are then catechised, one at a time, as to what they know or can discover concerning it. When they have told all they can, the teacher then adds any information that she may think proper. *Fourth*, The information obtained from

*See the last Annual Report.

these two sources is then systematically summarized on the board; as, of an animal, under such natural heads as its parts, definition of each, color, food, habits, uses of the animal, etc. *Fifth*, Throughout the lesson pains is taken to have the pupils use accurate terms and correct expression. *Sixth*, A composition is written upon some Object Lesson previously studied, or upon a new subject.

"It will be seen from the above that the prime object of the exercise is to promote careful observation and correct expression—to exercise the senses and cultivate language. I am satisfied from frequent visits to the children while reciting, that the teachers have pursued the above plan as faithfully as was possible with the somewhat limited means for illustration at their disposal."

Mr. Fox, Principal of the Seventh District, after describing the manner in which Object Lessons are taught in his school, says:

"The teachers have taken great pains to teach Object Lessons correctly, and now, at the close of the year, assure me that their pupils (F, G and H) talk more intelligently of things which they see at their homes, on the streets, and in the school, than of old, when the pernicious practice of *rote* teaching was in vogue. The teachers of the upper grades (D and E) also assure me that the compositions which they receive from their pupils are of a higher order than in past years. The teachers have worked industriously and faithfully to follow the plan you so strongly urged in your Annual Report. The pupils never tire, but manifest a deeper interest in each succeeding lesson. They regard such lessons as little puzzles, and are delighted just in proportion to the number they can solve, unassisted by their teachers."

Extract from the Report of Mr. RASCHIG, Principal of the Tenth District School.

"As soon as the system of percentage was no longer applied to Object Lessons, instruction in this branch became natural; pupils were no longer compelled by teachers, anxious to obtain per cents., to copy from the black-board into books, and from them commit to memory countless facts of comparative unimportance. Object Lessons are taught in this school as a *separate* branch of study in Grades G and H only. In grades above these, *conversations* were held between pupils and teachers on the objects found in the present lists. These conversations were reproduced by the pupils in the form of compositions. The work was done very much to my satisfaction."

Mr. AKELS, Principal of the Twelfth District School, says:

"In teaching Object Lessons, the former method of having pupils transfer the statements of dry facts from the black-boards to their

blank books, and commit them to memory in order to obtain per cents. in examination, has been abandoned, and in its stead your plan of 'no lesson given *without the appropriate objects*' adopted. This not only relieves the pupils of much useless labor, but also enables the teacher to '*wake up mind*' in them, causing them to think, compare, and investigate, without which no teaching can be successful. The change and the results give entire satisfaction to both teachers and pupils."

Extract from the Report of Mr. DILL, Principal of the Twentieth District School:

"In obedience to your instructions relative to Object Lessons and Compositions, I called the attention of my assistants, at the earliest time, to your proposed course, and have endeavored from time to time to turn from the *old* to the *new*, from the pernicious *memoriter* practices of the *past* to the common sense, practical philosophy of *to-day*. Objects were collected, and a 'new departure' in theory and practice inaugurated. I carefully observed the 'matter and method' of the Object Lesson as given in the Grades D, E, F, G and H, and twice during the year examined the recorded compositions in all the grades above H. The compositions of this year are *good, the best I have ever seen*; and, with yourself, I think I may congratulate both teachers and pupils on the progress made. We shall take a pleasurable pride in placing our Composition Books before the most critical examiner who may choose to look over them. If, as you have well stated, sensation and perception must play upon an object, and the pupil's language be developed and perfected from his own perceptions, I beg leave to suggest that, to get away from the rubbish of years gone by, and to make reform permanent, the lessons must be given on fewer objects, and more time must be devoted to each object.

GEOGRAPHY.

At the beginning of the year, GUYOT's Grammar School Geographies were substituted for GUYOT's Common School Geographies, in Grade C of the Intermediate Schools. No further changes were made. The syllabus prepared from GUYOT's Elementary Geography for Grade D works well. The subject has been better taught in this grade than formerly, while the pupils have been relieved of much unnecessary and unprofitable work. A syllabus is now being prepared from GUYOT's Grammar School Geography for Grade C. I recommend that that Geography in Grades

A and B be placed upon the same basis as the United States History, and that the number of recitations per week be limited to two, of one-half hour's duration each. At present three recitations per week are given to Grade E, and five per week to Grades D, C, B and A. It is evident that too much time is given to this subject, that a part of the time could be devoted more profitably to other branches.

READING.

Reading, by the judicious combination of the phonic and the word methods, is excellently taught in the primary grades of our schools. In grades above the primary, too little time is given to ascertaining the meaning of words, and to the logical analysis, on the part of the pupils, of what is read. The result is, that many pupils, even of those who read the exercises in their books with clear enunciation, correct expression, and with true spirit, do not understand the meaning of what they read. Such reading is mechanical. It is mere imitation. There is very little intellectual culture in it. The teachers must do away with this rote reading before they can make their pupils intelligent readers.

ORTHOEPY.

During the last two years the teachers have taken an increased interest in the important subject of correct pronunciation, and, as a happy result, there has been a steady improvement on the part of the pupils throughout the schools. The best results, however, cannot be obtained until our readers are furnished throughout with the diacritical marks.

To show how deficient has been the instruction in the past, I will relate two incidents in my experience as a member of the City and State Board of Examiners. At one of the examinations for city certificates, there were three applicants—recent members of High Schools—whom I examined in reading. They had passed good examinations in the other branches, and, omitting orthoepical

errors, were excellent readers. After the reading, I gave out the words *hymeneal* and *piano* to be pronounced. Each mispronounced them. I then passed them "WEBSTER'S Unabridged." Even then not one of them could pronounce the words correctly. I found, to my astonishment, that they were entirely ignorant of the diacritical marks.

As a member of the State Board of Examiners, I have, with other branches, Mathematics and Reading. I was unavoidably absent from one of the examinations; but my questions, which were printed, were submitted to sixteen applicants, and the manuscripts sent to me to be marked. I found that the candidates, with a very few exceptions, took a much better per cent., even in the Higher Mathematics, than in Pronunciation.

I related the first incident to a distinguished educator, who has had a very extensive experience in Teachers' Institutes, and was informed by him that a large percentage, even of otherwise scholarly teachers who came under his instruction, were very deficient in pronunciation, and that, by actual trial, he found many teachers unable to pronounce from the Dictionary. It is safe, therefore, to say that no part of our English education is more neglected in this country than Orthoepy. And here I will state that it is a mistake to suppose that this unpardonable neglect is confined to any particular portion of the United States. No, it is universal. No means at present hold out any hope of an extended reform in this direction. The allotting of time to this subject would do something toward bringing about the desired reform, but not much, for two reasons: First, the time necessarily would be very limited; and, second, the requisite knowledge and care on the part of many of the teachers is wanting. They mispronounce unconsciously. They use the pronunciation which they learned as pupils. However incorrect, habit and the authority of respected teachers have clothed them in orthoepical purity. Though really deficient in this subject, they have a consciousness of comparative fullness which forbids close scrutiny. This ignorance of ignorance is the danger to be guarded against in

teaching this subject. Hence, I would not have the Dictionary the sole guide to accuracy of pronunciation. Some means more available and less dependent upon the time and whim of the teacher is a necessity. I therefore urge upon the Board the importance of having our Readers marked as stated above.

PENMANSHIP.

There has been a constant improvement in the penmanship of our schools since Mr. A. E. BURNETT was appointed Superintendent of Penmanship, in 1870.

It is now generally conceded that the Cincinnati Schools stand without a rival in this important branch of education.

I am happy to report that the Union Board of High Schools has adopted my recommendation, and introduced Penmanship into the High Schools. One lesson per week, under the direction of Mr. BURNETT, will be given in these schools during the coming year.

MUSIC.

The excellent directive talent, the hearty co-operation of the regular teachers, the Biennial Musical Festivals, and the methods of examination, combine to produce the very best results in this branch of study,—results of which the music-loving people of Cincinnati are justly proud.

DRAWING.

Drawing was introduced into the Cincinnati Public Schools as a *regular* branch of study in 1868. It is believed that Mr. FORBRIGER has the honor of being the first City Superintendent of Drawing ever appointed in this country.

At the beginning of the present school year the Board, on the recommendation of the Committee on Drawing, extended "FORBRIGER'S Drawing Tablets," which were then used only in Grade G, to all the grades of the District, Intermediate and High Schools. The excellent

work done in this branch during the year shows that the Board acted wisely in introducing the "Tablets."

I earnestly call the attention of the Board to the very full and able reports of the Special Superintendents of Penmanship, Music, and Drawing.

GERMAN.

Upon the 19th of March, 1840, the Legislature of Ohio so amended the Charter of Cincinnati as to make it the duty of the "Board of Trustees and Visitors of the Common Schools to provide a suitable number of German Schools, under duly qualified teachers, for the instruction of such youth as desire to learn the German language, or the German and English languages together, which school shall be subject to such regulations as said Board may from time to time adopt for the government thereof."* In conformity to the law two German-English Schools were opened in September following, with 5 teachers and 427 pupils, or 7 per centum of the entire enrollment of 6,081.

In 1850 the number of pupils in the German-English Schools was 1,259, or 10 per centum of the total enrollment of 11,544.

In 1860, 49 German teachers gave instructions in 11 schools, to 4,788 pupils, or 25 per centum of the total enrollment of 19,102.

During the next ten years, from 1860 to 1870, the number of pupils in this department had increased till it reached nearly 10,000 in 1870 (exact figures not stated in the Report for that year), or 38 per cent. of the total enrollment of 26,111. So rapid has been the increase since 1870, that there are now in the German Department

*PRESENT LAW.—It shall be the duty of the Boards of Education to cause the German language to be taught in any of the Public Schools of this State when demanded by seventy-five freeholders, residents of said school district, representing not less than forty pupils, who shall in good faith desire and intend to study the German and English languages together: Provided, that nothing herein contained shall be construed as preventing said Board of Education from causing the German or other languages to be taught in said schools; and, provided further, that all branches taught in the Common Schools of this State shall be in the English language.

15,460 pupils, or 51.5 per centum of the grand total of 30,115 pupils.

German has been introduced in all the schools of the city but one, and this important branch is taught by 119 teachers.

The following table shows the number enrolled in the German Departments of the District, Intermediate, and High Schools severally, and what per cent. that number was of the whole number enrolled in these schools, exclusive of colored schools:

<i>SCHOOLS.</i>	<i>Enrolled.</i>	<i>Per cent.</i>
District Schools	13,847	56.3
Intermediate Schools.....	1,342	30.6
High Schools	271	29.

The increase in the German Department was 341.

In June, 1875, at the request of the Committee of the Board on German, the First German Assistants' Association appointed a Committee to prepare an entirely new course of study for the German Department. By working faithfully during the summer vacation, the Committee were enabled to complete the course of study in time for the Board to adopt the same, and to have it put in operation at the opening of the schools in September.

The new course of study does away with translation in the District Schools, and substitutes conversational lessons on familiar objects.

The increase in the number studying German in the High Schools has rendered it necessary for the Union Board to employ a teacher of German for each school, instead of one for both schools, as heretofore.

Near the close of the school year, the Committee of the Board on German Department appointed Messrs. KUHN, of the High Schools, BORGER, of the Normal School, and J. SCHMIDT, of the Music Department, a Commission to visit

and personally examine all the classes studying German in the District and Intermediate Schools, to report the results, and make such suggestions and recommendations as they thought would improve the instruction. The report of the Committee is here submitted :

CINCINNATI, September 1, 1876.

To the Board of Education of Cincinnati:

The Committee on German Department of this Board asks leave to present the following report :

On May 15, 1876, the Committee on German Department was authorized by the Board of Education to cause the different classes composing this Department to be examined by such examiners and in such studies as the Committee should think proper. In pursuance of their order, the Committee appointed the Commission whose report is hereto annexed. It reads as follows :

To the Chairman and Members of the Committee on German Department:

GENTLEMEN—In compliance with your request of May 15, 1876, the undersigned proceeded without delay to ascertain the present condition of the German Department of the Public Schools, by means of an oral examination, and also by causing, in each district, at least one class of each of the four upper grades to write a composition on a subject given by the Commission. These compositions were corrected and submitted to your Chairman, with the exception of those of some classes of the Intermediate Schools, the correction of which could not be finished in due time.

The result of the oral examination is herewith submitted, in a shape that will facilitate comparison and enable you to judge of the merits of the respective teachers, as far as such can be ascertained by an examination, which, in many instances, has been perplexing by its novelty and confined to a space of time too small for the pupils to do themselves justice.

In addition to this, we beg leave to submit the following remarks :

Although in Grades H and G the examination has furnished evidence of pleasing progress, we must, nevertheless, call the attention of the teachers to several important points. The course of study is by no means intended to furnish the whole material for the exercises in speaking. No course of study can do, in this respect, what the teacher alone can do, namely, to cause the children to *think for themselves* about the object produced, and, by expressing themselves in correct and complete sentences, to constantly enlarge their vocabulary and their ability to use the same.

Reading in the two lowest grades has generally been found satisfactory; but quite a number of teachers must, nevertheless, be earnestly

reminded, that the preparatory exercises can not be pursued too conscientiously, and the more difficult combinations of sounds must incessantly and carefully be practiced in both grades, as the course of study expressly prescribes (page 9). It is a mistake to consider reading by sounds (Lautiren) as finished with H Grade. Neither should teachers be so eager to have their beginners use the first reader. It should not be done until all the difficult combinations of sounds, as prescribed, shall have been sufficiently practiced.

In regard to Grades F and E, we are pleased to state that, more than other grades, they give evidence of good work done by faithful teachers, and by pupils who are delighting in their success. Yet it must be mentioned that some of the teachers are inclined to practice too much of that fashionable elocution which is the offspring of bad taste.

To teach a child how to express, in an exaggerated manner, by modulation of his voice, sentiments and emotions which he has not, and does not know from his own experience, is, to say the least, a waste of time, and leads to cant and sing-song in place of reasonable, chaste and frank speech.

In selecting pieces of poetry, it should be considered that poetry, that is to be learned by heart, must have intrinsic value, must be worth remembering. Such poetry will be remembered easily, and will, moreover, furnish such material for grammatical exercises as will counteract the evil of trivial examples in a most wholesome manner.

Grade D was examined in Composition and Reading. The results in both branches were, on the whole, satisfactory and in some districts, especially the tenth, the fourteenth, and twenty-third, the improvement over the preceding year was very perceptible, and creditable to the respective teachers. In regard to reading, however, we would like to have the question discussed, whether it would not be better to select a much smaller number of pieces, and explain every word and phrase thoroughly, causing pupils to reproduce the contents in another shape in writing, and to use the same words and phrases in different sentences. At the same time other pieces might be read in a more cursory manner. Of the Intermediate Schools, the Third Intermediate has shown very creditable results; but the same can not be said of the other Intermediate Schools.

We beg your Committee not to assume that we would find fault with the respective teachers, who are among the best of the profession in the city. The causes from which the present unsatisfactory state of things arises seem to be, in the first place, the impossibility of a proper classification; in the second place, the fact that the scholar's German vocabulary does not expand correspondingly with his knowledge of facts in the several branches of learning; thirdly, want of time; and finally, in consequence of the hindrances mentioned, want of interest on the part of many scholars. Likewise we deem it our duty to direct the attention of your Committee to the condition of the German Department in

several of the suburban districts, and particularly in the Seventeenth and Twenty-second Districts. It is by no means satisfactory; and the respective German Teachers, as well as the English Principals, would no doubt be thankful to your Committee for investigating the matter, and making improvement possible. On the other hand, the Twenty-third, Twenty-fifth and Twenty-sixth Districts, also suburban districts, showed very creditable results.

Respectfully,

EMIL KUHN,
G. H. BORGER,
JOHANNES SCHMIDT.

It may not be deemed improper to add here, that the Committee on German Department, with the aid of this Board, has endeavored, for the last two years, to give a new impulse to this Department of our City Schools. To this end the regular teachers' meetings, which had fallen into disuse, were called into existence again. Discussions, among teachers, of educational questions and principles, and particularly of methods of teaching, were encouraged, and for the purpose of illustrating these discussions, and making them available for practical purposes in the school-room, normal lessons were presented by the most proficient members of the teachers' profession.

The course of study was, a year ago, thoroughly revised, with a view to harmonize and concentrate the work in the different branches of the language, and to enable the skillful teacher to keep the end and aim of all his work in a compact form and steadily before his mind, and give direction, in the different branches or studies, to one common central purpose.

This revision of the course of study was intended to precede another new feature in the development of this department; namely, the introduction of oral examinations by a Commission of competent educators. The result of one such examination is the occasion for this report. Your Committee attaches the greatest importance to these oral examinations, and among the reasons for doing so may be mentioned the following:

The oral examination shows more than the bare results obtained by the written work it shows the character of the work; in fact, it discloses the inner life of the school-room completely; and the personal and moral worth of the teacher of the room, in his intercourse with the pupils, forms an element in this investigation.

Besides, this pleasant, conversational way of examining by no means causes so severe a strain upon the immature powers of the pupil as is frequently complained of in written examinations.

The examiner, by means of the human voice alone, is enabled to reach the lowest classes—the very beginners—and forms an opinion of, controls and directs this most important fundamental work. And so, through all the various classes and grades, competent examiners judge and criticise the readiness, precision and scope of the pupil's ideas and language.

Your Committee feels greatly encouraged by the progress made in this department for the last two years, and although complete satisfaction can not be expressed at present, as the Board will learn from the carefully prepared report of the Commission, there is hope and expectation that another year's work will equalize and perfect the results in the different classes and grades throughout the whole department.

Respectfully submitted,

ANDREW KNELL,	}	<i>Committee on German Department.</i>
F. PUTTMANN,		
S. W. SEIBERN,		
H. R. LANDMEIER,		
L. F. WEHMER,		

In the four lower grades of the German-English Schools, one-half the school-time is given to the German, the English and German teacher alternating daily; in the Fifth Grade, one hour per day; and in all the grades of the Intermediate and High Schools, forty-five minutes.

That the time devoted to this branch does not retard the progress of the pupils in English, was clearly shown in my last report. So thorough has been the instruction, that many of our teachers of German received their education in the public schools of this city. Cincinnati is fast becoming a great reservoir for the supply of German teachers in this country.

In conclusion, I urge upon parents the importance of placing their children in the German Department, where, without loss to the English, they can learn the German language, the mother-tongue of nearly one-third of our population.

SEWING.

Without making any recommendation in regard to the introduction of Sewing into our schools, I will state for information, a few facts concerning Sewing in the schools of Boston.

Sewing was introduced into the Boston public schools twenty-one years ago; that is, the local committees were permitted to introduce it into one of the lower grades of their schools. Public opinion was so strongly in its favor that in 1856 Sewing was taught in all the schools for girls, except one.

In 1869 the Board of Education made it obligatory in all the girls' schools, and extended it to three of the lower grades.

In 1873, at the request of the local committee of one of the Grammar Schools, the Board voted to allow Sewing in all the classes of that school. "Altogether," says Mr. PHILBRICK, "the experiment showed the most gratifying results, and the carrying out of the plan in all the girls' schools is now evidently only a question of time."

A systematic course of instruction is adopted, and this branch is taught by special teachers.

Perhaps the most interesting feature of the Boston Educational Exhibit at Philadelphia is the sample work in Sewing from four of the schools. The exhibit embraces a great variety of work, from linen trimmings, made by the pupils of the second primary year, to an elegant dress, cut and made by six pupils in the highest Grammar Grade. In this connection, I will state that Sewing forms a part of the course of study of nearly all the public schools of Switzerland. Eight hours per week are given to this branch. In the upper Grammar Grades, a portion of the time is given to cutting out garments, and to lectures on materials, etc. Much excellent work in Sewing, together with a complete course of study in this branch, was shown in the Educational Exhibit of that country.

THE ANNUAL EXAMINATION.

Four weeks before the close of the schools in June, the A or highest grade of the High Schools is examined and dismissed. The following week the remaining grades of these schools are examined.

This leaves the High School Buildings free from pupils. The next week, the A grade of the Intermediates is examined at the High Schools for admission, and at the same time the remaining grades of these schools are examined in their own buildings.

The last week, the D grade of the District Schools is examined at the Intermediate houses, and the remaining grades at the District houses.

The above arrangement enables the Principals to carry out the rule of the Committee on Examinations, which provides that the teachers *to whom* the pupils are to be transferred shall, under the direction of the Principals, conduct the examination. This is true, with the exception that the Principal examines the reading in all the grades of his school but the highest.

The questions in Music, Drawing, and Penmanship are prepared by the Superintendents of these branches respectively. The questions in the other branches are either prepared by the Superintendent, by members of the Committee, or by others who do not have the teaching of the branches.

The Superintendent invariably makes out the questions for transfer from school to school; that is, from the Intermediate to the High, and from the District to the Intermediate.

The questions are submitted to the Committee for revision and approval, after which they are printed and delivered to the Principals, together with the programme of the examination, which provides that the pupils of the same grade shall be submitted to the same examination at the same time.

The A grade teachers take charge of the B grade pupils, the B of the C, and so on. The examination papers are distributed by the Principals, one to each pupil. The manuscripts of the pupils are marked by committees of each school under the direction of the Principal, whose duty it is to see that the papers are fairly and uniformly marked. These committees, in accordance with the rule referred to above, are composed of the teachers to whom the pupils are to be promoted. The per cents. of each pupil are recorded opposite his name. A report is then made of the average of each class in each subject opposite the teacher's name; also the average of each grade; and, finally, the average of the school.

The reports of each school are signed by the Principal, and sent to the Superintendent's office, where they are placed on file, open to the inspection of any one who, for information or from curiosity, may desire to see them.

The percentum for promotion is fixed by the Committee on Examinations, and is usually a minimum general average of 70 per cent. in all the branches. In making out the percentage of the pupils of the various grades below the High Schools, each subject belonging to the English Department is separately counted as one; and Music and Drawing, each as one; and the general average in German also as one.

The pupils who receive the percentum named by the committee are said to have passed, and those who fall below, to have failed, and are so reported from year to year by the Superintendent in his tables of transfer.

The number of pupils actually promoted is, however, much larger than the number who passed the examination; as the Principals, in their discretionary power, promote without regard to the examination all who, in their judgment, can do the work of the higher grade.

Written examinations are held in all grades except H (first year), and in all the subjects except Object Lessons in the District, and Physics and United States History in the Intermediate Schools.

The following table contains statistics of transfers and failures at the Annual Examination of the District and Intermediate Schools :

<i>TRANSFERS, ETC.</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	
Whole number advanced	522	952	1,398	1,979	2,616	2,966	3,493	3,896
Number advanced in one year or less	494	911	1,301	1,887	2,488	2,866	3,382	.....
Number not advanced at annual examination	58	128	180	173	291	124	304	.....
Number who failed after being in the grade two years	1	2	0	3	6	6	8	.....
Per cent. passed of the number examined	90	89	88	92	90	93	92	.....

FORMS.

Believing that *system, order* and *neatness* are the very foundation of business habits, I have insisted upon the introduction of systematic forms for all work done, either on slates or on paper. The forms, ruled by the pupils, vary for the several subjects, there being one form for

Written Arithmetic, another for Spelling, etc. Since their introduction, the pupils have taken great pride in the beauty of execution of all their written exercises.

The effect has been to make the pupils more exact in answers, to give them a greater love of school, and to instill into them a self-pride, a pride of well-doing, that can not but have a salutary influence upon their future lives.

The thousands who have seen our Centennial Exhibit, express their astonishment and admiration at the systematic and beautiful manner in which the pupils of our schools execute their written work.

Teachers from all parts of the country have copied these forms for the purpose of introducing them into their respective schools.

TEXT-BOOKS.

It is a fact worthy of notice that a large number of the Text-Books used in our schools were prepared by teachers, who are either now or were formerly connected with the Public Schools of this city.

They are MCGUFFEY'S First, Second, Third, Fourth, Fifth and Sixth Readers, and MCGUFFEY'S Speaker; KNELL and JONES'S Phonic Reader; RAY'S Second and Third Part Arithmetics; RAY'S Algebra; Book of Test Examples, by B. O. M. DEBECK; Young Singers' Manual, and First and Second Music Readers, by the Music Teachers; ROYSE'S American Literature; BONE'S New German Third, Fourth and Fifth Readers; First Lessons in Physics, by C. L. HOTZE; DOERNER'S German-English Guide; FORBRIGER'S Drawing Tablets. These books and tablets are published in this city.

CENTENNIAL EXHIBIT.

At the request of the State School Commissioner of Ohio, Hon. C. S. SMART, the Board of Education decided that our schools should take part in the Ohio Educational Exhibit at Philadelphia, and said Board thereupon made an appropriation of sixteen hundred and twenty dollars for that purpose. To this sum, the Union Board of High Schools added one hundred dollars; making in all seventeen hun-

dred and twenty dollars—one hundred and twenty for preparing and printing the histories of the Common and High Schools, and sixteen hundred dollars for all other purposes of the exhibit.

The Committee of the Board who had the matter in charge decided to send volumes of examination manuscripts, prepared under the rules adopted by Honorable JOHN EATON, United States Commissioner of Education, for Class I.*

The questions submitted to the pupils were prepared strictly in accordance with the rules, and every precaution was taken to have a fair and honest examination.

* RULES—CLASS I—EXAMINATION MANUSCRIPTS.

RULE I. *Who may be Examined.*—None but *bona fide* pupils of the schools, and of the particular grade of schools purporting to be represented, shall be permitted to contribute any thing for exhibition in Class I.

RULE II. *Time of Examination.*—All manuscripts to be exhibited in this Class shall be prepared from the first to the fifteenth of February. Not more than four hours shall be allowed for writing of a paper on any one branch of study, which time shall include the entire work, from the time the questions are placed before the pupil to the completion of the copy submitted.

RULE III. *The Ground of Examination.*—The ground or limit of the examination shall be the work done within the current school year, up to the time of examination and work preliminary thereto, according to the course of study of the institution or schools preparing the work, which course of study shall accompany all manuscripts sent for exhibition.

RULE IV. *Questions by whom Prepared, and Precaution to be Observed.*—The questions for examination shall be prepared by the Superintendent of Schools, or some other person not engaged in the instruction of the class or classes under examination, and the utmost care shall be taken that no information in regard to the nature or topics of the questions be circulated among the pupils, and that no intimation of the ground of examination, except as in Rule III, be given to the teacher of the classes to be examined, previous to the time of examination.

RULE V. *Manuscripts to be Exhibited.*—All schools, colleges, technical schools, special schools, and school systems of towns and cities exhibiting in Class I, may be represented—*first*, by papers prepared as above from one entire class of each grade in which pen and ink are used in writing; and, *second*, by not less than one paper in ten, selected from all the other manuscripts prepared in examination.

RULE VI. *Title Page and Declaration of Chief Officers.*—A title page, after model (a) for papers of entire classes, or after model (b) for selected papers, shall be inserted in every volume, collection, or set of manuscripts designed for exhibition in Class I, and no papers shall be admitted for exhibition in this Class, unless accompanied by a declaration from the principal executive officer of the school, or other institution of learning, thereby represented, that said papers were executed in accordance with the above Rules and Rule VII, as below:

RULE VII. *Headings of Manuscripts and Declarations of Students or Pupils.*—Every manuscript of every pupil or student should be headed in the pupil's

After the examination, the papers of the District and Intermediate Schools were sent to the Office of the Superintendent, to be selected and arranged for binding. The papers in Penmanship were arranged by Prof. BURNETT and Assistants; in Music, by Prof. AIKEN; in Drawing, by Prof. FORBRIGER and Assistants; and in German, by a Committee consisting of the First German Assistants of the Intermediate Schools. The remaining papers of the Intermediate Schools were arranged by the Superintendent, first, into volumes containing the papers of entire classes; and, secondly, into volumes containing selected papers. Thirty per centum instead of ten, the number stated in the rules, was taken in the selections.

The District papers were arranged in the same manner, by a Committee of Principals of the Intermediate Schools.

The papers of the High and Normal Schools were arranged into volumes by the Principals of these schools.

own handwriting, with his name, age, grade or class, the name of the school or institution of which his class is a part, and the date of the examination; at the foot of the last page it should contain, also in pupil's own handwriting, a minute of the time taken for the writing of the paper, which must include the whole time elapsing from the putting of the questions before the pupils to the handing in of the copy exhibited. On the completion and handing in of any manuscript or specimen for exhibition under Class I, the student or pupil should make the following declaration on a separate slip of paper over his own signature, viz: "This accompanying manuscript was written by myself without aid from any source." The manuscripts of every class shall be accompanied by a written declaration by the teacher, or from the one who had charge of the pupils of the class at the time of the examination, that the entire work was done under his own eye, and that all the regulations were observed, as herein prescribed. These certificates, written on separate sheets of paper, shall be sent to the Superintendent or other officer having the direction of the examination. They need not, however, be sent to the Exposition. (See Rule VI.)

(a)

[Name of Institution or School System.] [Location.]

Manuscripts of Examination of

[Insert here the grade or grades of the class or classes examined.]

Being the Year of the Course in

[Insert here the subjects of the examination.]

Held:

[Insert here the date of examination.]

One entire Class represented:

The Class has pursued this study Whole number of pupils in the grade, ; average age, Whole number of pupils in the class represented, ; average age, Per cent. of whole number represented, Whole number of pupils in all the schools,

The papers from the regular examination of the schools filled eighty-three volumes. To this number was afterwards added one volume of Teachers' Specimens of Penmanship; two volumes of special work, one from the Second, and one from the Fourth Intermediate School; one volume of special work from the First District School; and three volumes of slate-work—making in all ninety volumes.

The volumes were elegantly bound in full Russia, by J. R. MILLS & Co.

These books were on exhibition at the Superintendent's office for one week, before they were shipped to the State Commissioner at Columbus, and were examined by thousands of our citizens. The following is a complete list of the books :

DISTRICT SCHOOLS.

GRADE H—FIRST YEAR AT SCHOOL.

- | | |
|---|----------------------------------|
| 1. Slate Work, Penmanship and Drawing. 1 vol. | 2. English Penmanship. 1 volume. |
|---|----------------------------------|

GRADE G—SECOND YEAR AT SCHOOL.

- | | |
|-------------------------------|-----------------------|
| 3. English Penmanship. 1 vol. | 6. Mental Arithmetic. |
| 4. Drawing. | 7. Grammar. |
| 5. Slate Work. | 8. Spelling. |

GRADE F—THIRD YEAR AT SCHOOL.

- | | |
|-------------------------|-------------------------|
| 9. English Penmanship. | 14. Composition. |
| 10. English Penmanship. | 15. Mental Arithmetic. |
| 11. Drawing. | 16. Spelling. |
| 12. German Grammar. | 17. Written Arithmetic. |
| 13. German Penmanship. | 18. Grammar. |

GRADE E—FOURTH YEAR AT SCHOOL.

- | | |
|--------------------------|-------------------------|
| 19. German Penmanship. | 26. Geography. |
| 20. English Penmanship. | 27. Written Arithmetic. |
| 21. English Penmanship. | 28. Mental Arithmetic. |
| 22. Drawing. | 29. Music. |
| 23. German Grammar. | 30. Spelling. |
| 24. German Composition. | 31. Grammar. |
| 25. English Composition. | 32. Slate Work. |

GRADE D—FIFTH YEAR AT SCHOOL.

- | | |
|-------------------------|--------------------------|
| 33. German Penmanship. | 40. English Composition. |
| 34. German Penmanship. | 41. Music. |
| 35. English Penmanship. | 42. Grammar. |
| 36. English Penmanship. | 43. Mental Arithmetic. |
| 37. Drawing. | 44. Geography. |
| 38. German Composition. | 45. Spelling. |
| 39. German Grammar. | 46. Written Arithmetic. |

INTERMEDIATE SCHOOLS.

GRADE C—SIXTH YEAR AT SCHOOL.

- | | |
|--|--|
| 47. German Penmanship. (A, B and C Grades.) | 52. Rules and Principles of Arithmetic, Written Arithmetic, Geography, Grammar, Spelling, Composition and Mental Arithmetic. |
| 48. English Penmanship. | 53. Spelling and Composition. |
| 49. Drawing. | 54. Grammar and Geography. |
| 50. German Grammar, Translation and Composition. | 55. Written Arithmetic. |
| 51. Rules and Principles of Arithmetic, Written Arithmetic, Geography, Grammar, Spelling, Composition and Mental Arithmetic. | 56. Rules and Principles of Arithmetic, Mental Arithmetic. |
| | 57. Music. |

GRADE B—SEVENTH YEAR AT SCHOOL.

- | | |
|---|---|
| 58. English Penmanship. | Composition, Written Arithmetic, Spelling, Grammar and Geography. |
| 59. Drawing. | 63. Written Arithmetic. |
| 60. German Translation, Grammar and Composition. (A and B.) | 64. Mental Arithmetic, Spelling and Composition. |
| 61. Grammar and Geography. | 65. Music. |
| 62. Mental Arithmetic, Rules and Principles of Arithmetic, | |

GRADE A—EIGHTH YEAR AT SCHOOL.

- | | |
|---|--|
| 66. English Penmanship. | 71. Spelling, Composition, Written Arithmetic, Mental Arithmetic, Rules and Principles of Arithmetic, Grammar and Geography. |
| 67. English Penmanship. | 72. Composition and Geography. |
| 68. Drawing. | |
| 69. Written and Mental Arithmetic. | |
| 70. Grammar and Rules and Principles of Arithmetic. | |

HIGH SCHOOLS.

GRADE D—NINTH YEAR AT SCHOOL.

- | | |
|--|--|
| 73. <i>Hughes High School</i> —Latin, History, Algebra and German. | 74. <i>Woodward High School</i> —Latin, History, Algebra and German. |
|--|--|

GRADE C—TENTH YEAR AT SCHOOL.

- | | |
|---|---|
| 75. <i>Hughes High School</i> —Algebra, History, Latin, Physiology, Physical Geography, French, German and Greek. | 76. <i>Woodward High School</i> —Algebra, History, Latin, Physiology, Physical Geography, French, German and Greek. |
|---|---|

GRADE B—ELEVENTH YEAR AT SCHOOL.

- | | |
|---|--|
| 77. <i>Hughes High School</i> —Geometry, Latin, German, Natural Philosophy, English Literature, Botany, French and Greek. | 78. <i>Woodward High School</i> —Geometry, Latin, German, Natural Philosophy, English Literature, Botany, French, Greek. |
|---|--|

GRADE A—TWELFTH YEAR AT SCHOOL.

- | | |
|--|--|
| 79. <i>Hughes High School</i> —Greek, Latin, French, Surveying, Chemistry, Mental Philosophy, Geology, Natural History, English Literature. | 83. <i>First Intermediate School</i> —Special Work. |
| 80. <i>Woodward High School</i> —Greek, Latin, French, Surveying, Chemistry, Mental Philosophy, Geology, Natural History, English Literature and Book-keeping. | 84. <i>Colored Schools</i> —High, Intermediate and District Departments. |
| 81. <i>Normal School</i> —English and German Work. | 85. Vocal Exercises (sung at sight.) |
| 82. <i>Second Intermediate School</i> —Special Work. | 86. <i>Normal and High School</i> —Drawings. |
| | 87. <i>Teachers' Specimens</i> —Penmanship. |
| | 88. <i>Normal and Colored School</i> —Penmanship. |
| | 89. <i>Fourth Intermediate School</i> —Special Work. |
| | 90. <i>First District School</i> —Special Work. |

The importance of this Exhibit demands that I should give more definite information in regard to the examination.

PENMANSHIP.

All the pupils above Grade H (first year) were examined with a pen in this branch, in both the English and German Departments. A part of Grade H that entered the schools in September, was examined also with a pen; another part of the grade was examined on slates. The lead pencil is not used in teaching Penmanship in the Cincinnati Schools.

In addition to the eighteen special books containing the Penmanship of the pupils, one volume of Teachers' Specimens was sent to the Exposition. This was the only volume of teachers' work in the entire Educational Exhibit at Philadelphia.

MUSIC.

The Intermediate or Grammar Schools, and the E and D Grades (fourth and fifth years) of the District Schools, were examined in the Theory of Music. The papers were collected into four volumes, containing those of entire classes and selected papers from each grade. There was also one volume containing the exercises sung at sight in all the grades, except the lowest. This was the only book of the kind on exhibition.

DRAWING.

All the grades of the Intermediate Schools, and of the District Schools except H, were examined in Drawing from memory, and from flat copies placed before the pupils. The work was shown in one large volume from each grade. Each volume contained first—Selected Drawings from memory; secondly, Drawings of Selected Classes from flat copies, in which every pupil of the class is represented; and, thirdly, at least one-tenth of the Drawings of each of the remaining classes of the grade.

The H grade was represented by a volume of Drawings on slate.

The pupils of the High Schools were examined in original combinations of a few given elements into designs for a carpet, or wall paper and border. Each pupil of the Normal School was required to make a drawing, *fac-simile* of black-board work employed in the illustrative teaching of object lessons.

The exhibit of the Night High School consisted of original designs, of Mathematical Drawings, and of Drawings from flat copies. The Drawings of the Day and Night High Schools and of the Normal School were exhibited in frames.

Much excellent work was shown from both the Drawing and the Wood-carving Departments of the School of Design * of the Cincinnati University.

In this connection, I desire to say that the Wood-carving Department of the School of Design has opened up a new field of employment for women, and that several of the young ladies from this department are now employed in designing for furniture manufactories of this city.

One of our prominent manufacturers informed me that the establishment of this department had completely revolutionized the style of the higher grades of goods; that, while Cincinnati was formerly far behind Eastern cities in the manufacture of first-class parlor furniture, she is now taking the lead.

In addition to Penmanship, Music and Drawing, Grades A, B and C of the Intermediate Schools were examined in Mental Arithmetic, Problems, Rules and Principles of Arithmetic, Geography, Grammar, Spelling and Composition. Grade D and E, of the District Schools, were examined in the same, except Rules and Principles of Arithmetic. Grade F (third year) in Mental Arithmetic, Written Arithmetic, Grammar, Spelling and Composition. Grade G (second year) in Mental Arithmetic, Grammar and Spelling.

In addition to the examination in English, the pupils of the Intermediate Schools were examined in German Penmanship, Grammar, Spelling and Composition; also, translation of German into English and of English into German. The pupils in the District Schools were examined in the same, except translation. These manuscripts filled sixteen volumes. The papers of entire classes and selections were taken as in the English examinations.

There was no special examination of the High Schools, but the papers selected from the regular semi-annual

*The artistic carving, china painting, etc., the work of the ladies of the School of Design of the Cincinnati University, were exhibited in the Women's Pavilion of the Centennial Exposition, under the auspices of the Women's Centennial Executive Committee, composed of the following ladies:

Mrs. AARON F. PERRY, *Chairman*; Mrs. M. F. FORCE, *Secretary*; Mrs. E. WILLIAMS, *Treasurer*; Mrs. JAMES BUGHER, *Vice-Chairman*; Mrs. W. P. HULBERT, *Vice-Chairman*; and Mrs. N. H. MCLEAN, *Assistant-Secretary*.

The credit of this magnificent exhibit is due to the ladies of Cincinnati.

examination were copied *verbatim* by the pupils, under the supervision of the Principals. Work was taken from every subject in the course of study for the first term.

The young ladies of both the English and German Departments of the Normal School prepared essays on Mental Science, and also model lessons to illustrate the methods of teaching the common branches to primary pupils.

The slates, except those of Grade H, were taken to show the *forms* in which the pupils of the several schools rule for the different subjects in their *every-day* work. Every grade of each of the twenty-six District Schools was represented.

The special books of the Second and Fourth Intermediate Schools, and of the First District School, were prepared for the purpose of showing what the pupils of these schools can do in the way of getting up beautiful papers in examination. Each pupil represented in these books prepared a paper on each subject.

The Colored Schools were examined on the same questions and in the same manner as the corresponding schools for white children. The papers of the District, Intermediate and High Schools were collected into one immense volume. This was the only volume of Colored School work in the Public School Exhibit at Philadelphia.

As one of the Ohio Commissioners of Education appointed to take charge of the School Exhibit of the State, I spent five weeks of the summer vacation in the Ohio Educational Department of the Centennial Exposition, and, while there, heard from the large number of visitors from all parts of this country, and from foreign countries, but one expression concerning the Cincinnati School Exhibit, and that was an expression of admiration.

The Cincinnati Exhibit will have a decided influence for good on the schools of this country.

The attention of the Board is called to the following extracts from articles written on the School Exhibit of the United States.

The editor of the *Common School and Iowa Journal of Education*, says:

"We give our special attention to Cincinnati, feeling quite assured that its showing was the most perfect, all things considered, of any city represented. The evidences of a complete course of education were present, for the free school system of Cincinnati embraces all grades of instruction, from the primary school to the university inclusive, and provides liberally for all forms of training in special branches necessary to the pursuit of industry, the arts, and the professions.

"Commencing at the beginning, we find beautiful specimens of slate-work, in Writing, Drawing, Spelling and Arithmetic, from the lowest grades, and all arranged neatly and carefully in forms, which in themselves are good grounds for discipline in accurate habits of thought and work.

"In the manuscript work, there were volumes showing entire class-work and selected papers. Every grade of every school was represented, including the Colored Primary, Intermediate or Grammar, and High Schools. The showing in German was, of course, the finest in the entire educational exhibit. And here let us remark that the city of Cincinnati, unwittingly, offered here a practical proof of the benefits arising from giving instruction in two languages simultaneously. Certainly, there are no indications of losses to the English branches by reason of the time and attention given to the German.

"The volumes of scholars' work presented by the Colored Schools were not peculiar, the merit of results and workmanship being such as to challenge comparison for quite other reasons; indeed, we observed no other exhibit of Colored Schools on the grounds. The penmanship throughout the Cincinnati volume was, as a whole, superior to any thing we ever saw. Writing, indeed, seems to have grown to a fine art in the schools. The perfection gained is probably due to a continued use of a thorough and exact system of instruction, from the first year followed. There was one volume in this exhibit which interested us quite as much as any other; we refer to that containing specimens of penmanship from all the teachers in the city schools. The writing was uniformly good. To our mind nothing better illustrated the thoroughness of the system of management.

"That music is systematically taught, was shown by the manuscripts of examinations of all classes. There were also present volumes of printed exercises, designed to show what is to be sung at sight by the pupils of different grades.

"The drawings done by the pupils of the Norman School of Cincinnati, for the purposes of illustrative teaching, under the direction of Mr. FORBRIGER, were admirable, and much praise can be ventured for the specimens of design wrought out by the combination of a few simple elements given to the pupil. There were on exhibition crayon pieces from the School of Design of the University, among which were

a beautifully executed Pan, a spirited Laocoon, and a remarkable original design of a slave, all life size.

"The work in the higher studies pursued, was fully shown, and indicated degrees of excellence. We noticed particularly the essays on mental science by the pupils of the Normal School."

From the *American Bookseller*, published in New York City, we quote as follows :

"Cincinnati makes the fullest exhibit, and claims the first attention of the visitors. The classification here of the work, and the painstaking care with which it has been prepared, challenge our admiration. Where all is so good, it is difficult to select anything for particular commendation, but several features deserve especial notice. Of ninety volumes of school work, there are sixteen of German, showing the work done from the Primary to the High School. The study of German is optional with the pupils, but more than one-half of them take it up, and the excellence of their work in other branches as well as in this, and the testimony of the Superintendent, are all in its favor.

"In the schools of Cincinnati, Music is introduced in the first year of the Primary course, and is continued through the Grammar and High Schools. The exhibit in this branch of study is very full, more satisfactory than in the exhibit of any other State. Examples of work through the entire course are shown, including answers of examinations, samples of music sung at sight, and exercises in transposition and composition.

"There are also some splendid specimens of slate-work in each grade of the District Schools in the city; the Arithmetic, Spelling and Drawing of the first years of the Primary Grades being particularly good. The samples of writing in the very first years at school excite the admiration of all who see them, as does also the Penmanship through the entire Primary course, which shows a steady, well-defined progress. Composition is commenced in the second year of the Primary course, and the examples of this work are worthy of close study, as they display the thorough system and training of the teachers as well as pupils. Geography is introduced in the third school year, and is taught during the two remaining years of the Primary course by syllabus. Grammar is taken up systematically before the close of the first Primary year. This work is also done by syllabus, no books being introduced during the five years of the Primary course.

"Finding so much good Primary work, the visitor naturally expects to find some evidence of the careful preparation of teachers, and he is not disappointed. The work shown by the Normal School students admirably illustrates the method of teaching the common branches, particular attention being paid to the work of the first Primary years. For instance, every student must go through a thorough course of black-board drawing for the purpose of being able to present object lessons.

"Candidates are admitted to the Normal School on a diploma from the High School; on a certificate from the City Board of Examiners; or by an examination, equivalent to that required for graduation from the High School. It is not surprising that the schools are in good condition, when such commendable care is bestowed upon the preparation of the teachers. In this connection, we note one thing we do not find elsewhere—a volume of penmanship specimens from the teachers, who take lessons, as well as the scholars, from the Superintendent of Penmanship.

"The work displayed from the Intermediate Schools or Grades, which embrace the sixth, seventh and eighth school years, is hardly less notable than that of the Primary Schools. In addition to the other studies, Physics and American History are taken up in this department; the former taught by a carefully prepared syllabus, and the latter with much more latitude than is generally allowed, and less memorizing. The Drawing from these schools is noteworthy.

"The High Schools of Cincinnati have three courses—the Classical, as a preparation for college; the Technological, for special university courses; and the General course, for those who do not intend to go to higher schools. Work from every course is shown. The drawing from flat copies, and the designing from given elements, are worthy of great praise. All the work of the higher classes show unmistakably the advantages of the well-laid foundation in the Primary Schools.

"Cincinnati is well provided with Colored Schools, having five District or Primary Schools, two Intermediate or Grammar, and one High School; all attended by 1,100 pupils. The High School ranks as one of the best for colored pupils in the United States. We find here a volume giving a history of these schools, and specimens of their work. The papers in Geometry, French, English History and Literature, and Mental Philosophy, are excellent. The work from the Intermediate and the District Schools is of the same character as that from the White Schools of the same grade, and much of it is of equal merit.

"From the Cincinnati School of Design there are magnificent large crayons, and the same school exhibits some much admired carving in the Women's Pavilion."

NORMAL SCHOOL.

Students are admitted to the Normal School—first, on diplomas from the High School; secondly, on teachers' certificates from the Board of Examiners; and thirdly, on special examinations by the Superintendent and the Principal. Nearly ninety per cent. of the students in the English Department are High School graduates. The general term for graduation is one year and six months.

During the course the students are made familiar with the history of education, with school management, with school laws, and with methods of teaching.

In the Criticism Lessons the routine of the text-books is discarded; the students are thrown almost entirely upon their own resources: they thereby gain an accuracy of expression, a readiness in answering questions, and a confidence in themselves which will remain with them through life, and which can not fail to conduce to a high order of teaching.

In the Practice Department the pupil-teachers are required to give instruction under the direction of experienced critic teachers, so that, when they enter our schools as teachers, they bring with them a systematic training, which is equivalent to years of experience in the school-room, and which otherwise could be obtained only at the sacrifice of the efficiency of the schools.

There are three critic teachers in the Practice Department, two in the English and one in the German. I recommend that the number be increased to four in the English and two in the German, and that the number of pupils be increased proportionally, for the following reasons—first, it would increase the efficiency of the Department by giving the pupil-teachers twice the amount of practice; second, it would make an annual saving to the Board of \$1,200, as each critic teacher takes the place of two regular teachers.

SCHOOL FOR DEAF-MUTES.

In October of the past year, the Committee on Ungraded Schools, consisting of Messrs. BERTLIN, HENZLER, HENDRICKSON, SEITER and WULSIN, recommended the establishment of a school for the education of deaf-mutes. The recommendation of the Committee was adopted, and Mr. ROBERT P. MCGREGOR was appointed teacher. The school was opened on the 8th day of November, 1875, in the Second Intermediate School Building.

This is the second school for deaf-mutes established by a municipality in this country, under the same management as the schools for speaking children. It is one of the most important steps taken by the Board for years.

Heretofore, parents were compelled to send their children to Columbus to be educated.

The method of instruction is that of the Sign Language and the Manual Alphabet. No attempt was made to teach the pupils to speak or read the speech of others from their lips. The pupils have made rapid progress. Mr. McGREGOR has gained the confidence of his patrons, and earned for himself an enviable reputation as a teacher of high merit.

The average number attending was sixteen, the most of whom had never attended school. The indications are that there will be a large increase in attendance the coming year.

MORNINGTON SCHOOL DISTRICT.

The Mornington School District, which is not within the city limits, was annexed to the Twenty-fourth School District of the city, in accordance with section 40 of the Ohio School Law, which provides that "a part or whole of any School District may be transferred to any adjoining School District by the mutual consent of the Boards of Education having control of such Districts."

Since the statistics of this School are not included in the tables accompanying this report, they are given here :

<i>ENROLLED, ETC.</i>	<i>Males.</i>	<i>Females.</i>	<i>TOTAL.</i>
Number enrolled	66	49	115
Number withdrawn	21	16	37
Number remaining	45	33	78

COLORED SCHOOLS.

For the better accommodation of the colored pupils, an Intermediate Department was opened in the District house on Walnut Hills, and a District Department on West Third Street.

The Colored Schools did good work during the past year.

GAINES HIGH SCHOOL.

At my request, PETER H. CLARK, Principal of Gaines High School, prepared a brief historical sketch of that School, which is submitted here :

JOHN B. PEASLEE,

Superintendent of Public Schools of Cincinnati:

SIR—The Gaines High School arose out of a necessity for qualified teachers in the colored schools. For years the supply had been uncertain in quantity and inferior in quality, the common school course of study being insufficient to prepare students to meet the requirements of the Board of Examiners, and this limited course needing to be eked out by private instruction, which was sometimes given by the teachers already employed, sometimes by outside parties, who demanded pay for their services. Not unfrequently the pay demanded was far beyond the means of worthy students, who would have made excellent teachers had the opportunity been afforded.

To remedy this state of affairs, the Gaines High School was established in 1866 by the Trustees of the Colored Public Schools. It was named for Mr. JOHN I. GAINES, a colored man, who had been for many years an efficient worker in the cause of his people. Especially had he been active in procuring the legislation which had authorized the organization of the Colored Public Schools of the city, and had permitted their control to be vested in a committee selected by the colored people.

His monument, which stands in the Colored American Cemetery at Avondale, was erected by the contributions of the colored people of the city, and is at once a striking evidence of his worth and of the degree to which it was appreciated by his race.

The first course of study was mainly arranged for the purpose of preparing students for examination, but little attention being paid to the so-called culture studies. Arithmetic, Geography, Grammar, and other elementary branches were continued in some shape to the last moment.

Since then, the course has undergone various modifications, until to-day it coincides with the General Course of the Hughes and Woodward High Schools. The coincidence is in the subjects taught, there being a difference in the extent to which certain of them are pursued and in the text-books used.

This variation has been necessitated by the small number of teachers employed, four being the allotment, and they required to teach through the three grades of the Intermediate Course, and the four of the High School.

The school has, in a large measure, accomplished the purpose of its founders. In the ten years of its existence, it has furnished to the

Colored Schools of the city about twenty teachers, and to schools in other places more than twice as many.

The High School Classes for this year number 38; ranging from 26 in D, to 5 in A Grade. This is about 4 per cent. of the entire enrollment in the Colored Schools. The graduating class contains 13 per cent. of those enrolled in the department. The average age is slightly over sixteen years.

Besides the usual hindrances which cause so great a disproportion to exist between the junior and senior classes of High Schools, we have this added: In the junior High School year, and even in the A Intermediate, forward pupils can pass the examination ordinarily required in country districts, and many of them leave us to seek employment in such districts. Most of those who persevere to the end of the course find employment in the city schools.

It is to be regretted that the demand for teachers is so pressing that the young ladies seeking to engage in teaching do not have time to avail themselves of the advantages of the Normal School. The superiority of those thus trained, especially for service in the lower grades, is undeniable; and the Colored Schools, perhaps more than any other, demand the best style of teaching.

The following is a list of graduates for this year, placed in the order of their scholastic merit:

FRANCIS MACKEY,
THOMAS TRIPLETT,

HENRY W. JONES,
MARY E. TAYLOR,

SARAH J. COLE.

Respectfully submitted,

PETER H. CLARK,

Principal of Gaines School.

HIGH SCHOOLS.

Seventy-seven pupils graduated from the High Schools at the close of the past year, against sixty-two the year previous—an increase of nearly 25 per centum.

I am glad to report that the experiments in Chemistry which were formerly confined to the class-room, and there made only by the teachers, are now so far extended as to give one-half day per week to the pupils for personal analyzation in the Laboratory. This method of teaching the subject was some years ago adopted by Dr. FREYTAG, in the Gewerbe-Schule in Cologne, Prussia, a preparatory school to Universities and Polytechnic Academies. The great

advantage of this method soon became evident, and shortly afterward was adopted in all the schools of this grade throughout Prussia.

It has been of great practical benefit to those pupils who had not the means to pursue the study in the higher and more expensive institutions. Many of the pupils so situated have become, by means of the solid Chemical foundation, leading men in the principal iron works, etc., of the State.

Since our High Schools are on a parallel with the preparatory "school" referred to, can we not hope for as good results here as have been accomplished there?

The following table contains the statistics of transfers and failures at the Annual Examination of the High Schools :

<i>TRANSFERS, ETC.</i>	<i>A Grade.</i>	<i>B Grade.</i>	<i>C Grade.</i>	<i>D Grade.</i>	<i>TOTAL.</i>
Whole number advanced.....	77	74	115	217	483
Whole number advanced in one year or less.....	77	7	43	109	159
Number not advanced at annual examination .....	..	7	44	119	170
Number who failed after being in the grade two years.....	...	...	1	7	8
Per cent. passed of those examined.....	100	91.2	72	64.6	73.8

JOHN M. EDWARDS, after thirty-nine years of faithful service in the Public Schools of this city, resigned his position of Instructor of the Natural Sciences in Hughes High School. No man connected with our schools has more warm friends than Mr. EDWARDS. His vacancy has been filled by H. B. FURNESS. Mr. FURNESS, a member of the State Board of Examiners, was for many years Superintendent of the Public Schools of Tiffin, O.

EMIL KUHN resigned his position as Instructor of German, to accept the Assistant Professorship of Latin and Greek, in the University of Cincinnati.

I am indebted to Prof. CHAUNCEY R. STUNTZ, of the Woodward High School, for the following tabular statement of

the number graduated from the old Central High School, and from the Woodward and Hughes High Schools, from their commencement to the present time; and also for the classification of the graduates, by pursuits, to the year 1874:

NUMBER ENROLLED AND GRADUATED EACH YEAR.

CENTRAL HIGH SCHOOL.

YEARS.	NUMBER ENROLLED.		
	Males.	Females.	TOTAL.
1848	39	58	97
1849	42	45	87
1850	26	44	70
1851	30	33	63
1852	40	58	98

HUGHES AND WOODWARD SCHOOLS.

YEARS.	ENROLLED.					GRADUATED.				
	Woodward		Hughes.		Total	Woodward		Hughes.		Total
	Males	Females..	Males	Females..		Males	Females..	Males	Females..	
1852	63	39	89	112	301	5	.....	.....	.....	5.
1853	69	34	97	96	296	7	.....	.....	.....	7.
1854	92	52	108	101	353	1	4	8	8	16.
1855	120	77	110	108	410	6	5	11	9	31.
1856	118	74	99	104	495	8	4	6	5	23.
1857	96	76	86	95	353	17	11	14	8	50.
1858	99	77	78	80	334	6	10	8	10	34.
1859	108	77	92	81	358	10	8	13	11	42.
1860	119	75	90	80	364	10	6	10	9	35.
1861	136	97	117	126	176	13	10	5	8	36.

HUGHES AND WOODWARD SCHOOLS—CONTINUED.

YEARS.	ENROLLED.					GRADUATED.				
	Woodward		Hughes.		Total	Woodward		Hughes.		Total
	Males	Females..	Males	Females..		Males	Females..	Males	Females..	
1862	168	86	138	129	521	13	10	6	13	42.
1863	159	84	117	120	480	12	9	10	13	44.
1864	119	82	95	119	415	13	11	6	20	50.
1865	109	80	77	96	364	10	3	8	11	32.
1866	108	96	84	122	410	10	7	8	10	35.
1867	123	110	96	175	504	13	7	8	12	40.
1868	152	123	121	185	581	7	16	7	9	39.
1869	184	137	147	208	641	9	15	12	24	60.
1870	187	151	144	184	666	19	7	9	17	52.
1871	213	145	165	199	722	13	7	9	14	43.
1872	205	175	179	246	805	14	15	14	23	66.
1873	248	179	171	264	862	14	11	8	18	51.
1874	249	178	175	269	871	30	18	17	22	87.
1875	220	185	189	263	837	14	13	12	24	63.
1876	245	200	198	243	886	21	9	12	26	80.
Total	3707	2689	3060	3779	13255	305	216	217	322	1073

Prominent among the former students of Hughes High School, and of the Woodward College and High School, may be mentioned Hon. GEORGE H. PENDLETON, the late Hon. GEORGE E. PUGH, ex-United States Senator; Col. JOHN P. JACKSON; Gen. PETER S. MICHIE, Professor at West Point; Gen. GODFREY WEITZEL; the late Gen. FRED. C. JONES; Hon. OZRO J. DODDS, ex-Member of Congress; Judges STANLEY MATTHEWS, M. W. OLIVER, and W. F. STRAUB; Hon. A. T. GOSHORN, Director-General of the Centennial Exposition.

Among the Trustees, the late Hon. SALMON P. CHASE, ex-Secretary of the U. S. Treasury; Hon. ALPHONSO TAFT, Attorney-General of the United States; Hon. RUFUS KING, and the late Judge BELLAMY STORER.

GRADUATES CLASSIFIED BY PURSUITS.

<i>PURSUITS.</i>	WOODWARD.			HUGHES.			TOTAL OF BOTH.
	<i>Living.....</i>	<i>Deceased...</i>	TOTAL.....	<i>Living.....</i>	<i>Deceased...</i>	TOTAL.....	
Architects.....	2	.....	2	.....	.....	.....	2.
Wives of Artists.....	.....	.....	.....	1	.....	.....	1.
Bankers.....	3	.....	3	1	.....	1	4.
Wives of Bankers.....	4	.....	4	2	.....	2	6.
Clergymen.....	9	.....	9	6	.....	6	15.
Wives of Clergymen.....	5	.....	5	4	.....	4	9.
Clerks, Salesmen, Agents, etc.—men...	68	7	75	68	2	70	145.
Wives of Clerks, Salesmen, Agents, etc.....	5	.....	5	.....	.....	6	11.
Clerks, Saleswomen, Agents, etc.—women.....	2	.....	2	.....	.....	.....	2.
Doctors.....	15	.....	15	.....	.....	4	19.
Wives of Doctors.....	1	.....	2	.....	.....	4	6.
Engineers, Civil.....	7	.....	7	.....	.....	11	18.
Farmers.....	3	.....	3	.....	.....	3	6.
Wives of Farmers.....	2	.....	2	.....	.....	.....	2.
Unclassified Men.....	14	4	18	11	6	17	35.
Unclassified Women.....	19	1	20	96	6	102	122.
Wives of Teachers.....	1	.....	1	.....	.....	.....	1.
Geologist.....	1	.....	1	.....	.....	.....	1.
Journalists.....	5	.....	5	.....	.....	.....	5.
Wives of Journalists.....	2	.....	2	.....	.....	4	6.
Lawyers.....	24	5	29	.....	.....	1	30.
Wives of Lawyers.....	1	.....	1	.....	.....	20	7.
Merchants.....	40	1	41	.....	.....	6	75.
Wives of Merchants.....	28	.....	28	.....	.....	34	67.
Manufacturers—men.....	7	.....	7	.....	.....	39	13.
Manufacturers—women.....	.....	.....	.....	5	.....	5	5.
Mechanics.....	2	.....	2	3	.....	3	5.
Wives of Mechanics.....	1	.....	1	.....	.....	.....	1.
Officers of U. S. Army.....	5	6	11	3	.....	3	14.
Wives of Officers of U. S. Army.....	2	.....	2	2	.....	2	4.
Professors of Colleges.....	3	.....	3	.....	.....	.....	3.

GRADUATES CLASSIFIED—CONTINUED.

PURSUITS.	WOODWARD.			HUGHES.			TOTAL OF BOTH.
	<i>Living.....</i>	<i>Deceased ...</i>	<i>TOTAL</i>	<i>Living.....</i>	<i>Deceased ...</i>	<i>TOTAL</i>	
Wives of Professors of Colleges	2	.....	2	.....	.....	.....	2.
Principals of High Schools.....	1	.....	1	.....	.....	.....	1.
Principals of the Common Schools— graded	9	.....	9	4	.....	.....	13.
Wives of Principals of the Common Schools—graded .....	.....	.....	.....	4	.....	4	4.
Printers	1	.....	1	2	.....	2	3.
Wives of Printers.....	2	.....	2	.....	.....	.....	2.
Students in Higher School—men.....	40	.....	40	12	1	13	53.
Students in Higher School—women...	11	.....	11	23	.....	23	34.
Superintendents of Schools .....	.....	.....	.....	1	.....	1	1.
Wives of Superintendents of Schools.....	.....	.....	.....	1	.....	1	1.
Teachers—men.....	23	3	26	5	.....	5	31.
Teachers—women	114	4	118	70	5	75	193.
Writers—women.....	2	.....	2	.....	.....	.....	2.
West Point—appointees	5	1	6	2	.....	2	8.
Wives of West Point—appointees.....	1	.....	1	3	.....	3	4.
Professors at West Point.....	1	.....	1	.....	.....	.....	1

The number graduated is twenty per cent. of the whole number admitted to the schools.

Total men graduated..... 532

Total women graduated

538

Total graduated..... 1,070

Total number receiving instruction, about

5,350

UNIVERSITY OF CINCINNATI.

The University of Cincinnati is devoted exclusively to Higher Education, and is not a preparatory school. It presupposes a full course of the Cincinnati High Schools, or an equivalent amount of preparation elsewhere. The Course of Study is largely elective. Prescribed studies occupy the

first year only. As free a choice as possible is left to the student. It must not be supposed, however, that this elective system is carried to an extreme. There are several courses of instruction in the University, and each one of them is most carefully arranged by the Professors. The selected courses are before the student for choice, and it is required that he shall make some one department of study the central object in the University training. Provision has also been made for special students. Any persons who desire to attend lectures in either of the departments of the University, or to use the Chemical Laboratory and the Apparatus, are authorized to do this as special students in the department selected. They are not subjected to entrance examination, except in the department chosen. They do not receive degrees.

All the privileges of the University are open to women. The condition of admission, the course of study, the standard of excellence required, the time and place of lectures, are the same for women as for men. More than one-half of the special students are ladies.

The University is provided with a valuable Mineralogical Cabinet, with a Laboratory that occupies one-half of the lower portion of the University building, with a complete outfit of engineering instruments, and with excellent apparatus for the Department of Physics.

The Observatory is provided with one of the best telescopes in the country, and with all the appliances necessary to the successful pursuit of Astronomy.

Of the School of Design, it is sufficient to say that both the Drawing and Wood-carving Departments have a high reputation for the excellence of their instruction.

The instruction in the University is free to youth of either sex who are *bona fide* residents of Cincinnati.

HEBREW UNION COLLEGE.

The completeness and excellence of our system of public instruction were the main reasons which induced the Jewish citizens of this country to locate their Rabbinical College in this city.

The College has arranged its eight years' course of study and programme of recitations with reference to those of the Cincinnati High Schools and University, thus enabling the students to pursue their ecclesiastical and secular studies at the same time, and to complete them together. No student can be ordained as Rabbi at this College, without having first obtained a degree from the University of our city, or from some other institution of equally high requirements.

This is the only College of the kind established on this Continent.

IN MEMORIAM.

During the school year of 1874 and 1875 not a death occurred among the nearly six hundred teachers of our schools, but during the next seven months five teachers were borne to their graves.

On October 16, 1875, death, for the first time after a lapse of more than a year, entered the ranks of our teachers and took from us Miss THUSNELDA JUERGENS, a teacher of four years of faithful service in the Fifteenth District School. Miss JUERGENS was a pupil of the Second Intermediate School during two years of my Principalship of that school. I recall with pleasure her lady-like deportment, her kind and sympathetic nature, her excellence in everything that makes the good scholar.

On the 24th of December, 1875, Miss MINNIE WILSON, of the Twenty-first District School, died of typhoid fever. Miss WILSON was a prompt and energetic teacher, beloved by all. She rendered seven years of most excellent service in our schools.

Miss EMMA WELLMAN died also of typhoid fever, on the 14th of January, 1876, after a brief illness of one week. Miss WELLMAN was a graduate of the Normal School, of the class of 1872. Soon after graduation, she received an appointment as teacher in the Twenty-fifth District School, where she remained until her death. She was a very successful teacher.

Miss ANNA L. DALE died on the 3d of April, 1876. Miss DALE was a graduate of the Normal School, of the class of

1871. In September of the same year, she was enrolled as a teacher in the Eighteenth District School, where she remained for nearly five years without the loss of a single day, until attacked by an illness which soon afterward proved fatal. Her success as a teacher was remarkable.

Mrs. PERSIS H. Cox died on the 8th of April, 1876, after an illness of six months. Mrs. Cox was an estimable woman, a good teacher, and one whose loss will be long felt.

Mr. WILLIAM GOODMAN died on the second day of August, 1876, at the advanced age of 79 years. Mr. GOODMAN served as Trustee of the Common Schools for some six years.

At the time of his death he was a member of the Union Board of High Schools, a position he had honored for more than a quarter of a century.

CONCLUSION.

I congratulate the Board of Education, the Teachers and Pupils of the Public Schools, upon our unsurpassed Exhibit of School Work at the Centennial Exposition.

Permit me again to thank the Members of the Board, and Teachers of the Schools, for their hearty co-operation with me in my endeavor to improve the school system of Cincinnati.

Respectfully submitted,

JOHN B. PEASLEE,

Superintendent of Schools.

≈ TABLES ≈

ACCOMPANYING

Superintendent's Report.

TABLE No. 1—Accompanying Superintendent's Report.

Showing the Number of Teachers, Enrollment of Pupils, Attendance, Etc., for the Year ending June 30, 1876.

SCHOOLS.	No. of Teachers.	MALES.						FEMALES.							
		Per cent. of Daily Absence	Average Daily Absence	Average Daily Attendance	Average Number Belonging	Number Remaining...	Number Withdrawn...	Number Registered.....	Per cent. of Daily Absence	Average Daily Absence	Average Daily Attendance	Average Number Belonging	Number Remaining...	Number Withdrawn...	Number Registered.....
First District.....	19.	1.6	7.1	422.9	430	440	101	541	1.9	8.9	469.1	478.	478	133	601
Second District.....	1.5	5.8	16.3	296.9	283.2	273	123	396	4.1	13.8	324.8	338.6	318	184	452
Third District.....	13.	4.3	25.1	262.4	261	262	108	364	3.8	10.9	271.	281.9	276	388	388
Fourth District.....	1.5	8.6	11.4	118.	126.2	114	126	169	7.7	10.3	123.3	133.6	117	128	363
Fifth District.....	2.	5.1	338.6	349	354.9	175	349	524	4.7	18.8	380.8	399.6	146	402	548
Sixth District.....	3.	2.7	501.2	507	515.4	117	507	624	2.6	15.4	527.	572.4	153	554	707
Seventh District.....	1.	4.	213.	213	224.	96	227	224	10.	233.9	233.9	243.9	110	245	355
Eighth District.....	2.	4.7	508.	508	528.	172	555	528.	4.4	542.	542.	567.	170	574	744
Ninth District.....	1.5	5.1	310.	308	310.	83	308	401	4.	307.	307.	320.	88	319	407
Tenth District.....	2.	3.	414.	400.	414.	207	425	532	12.	475.	475.	487.	106	496	604
Eleventh District.....	3.	3.5	764.	737.	764.	962	761	962	28.	776.	776.	804.	213	804	1017
Twelfth District.....	1.5	21.	486.	486	486.	185	482	589	8.5	551.	551.	589.	210	585	735
Thirteenth District.....	3.5	2.9	445.9	445.9	459.5	150	441	591	4.4	559.5	559.5	594.1	147	593	740
Fourteenth District.....	1.5	3.1	563.1	563.1	563.1	141	563	693	2.8	609.1	609.1	625.1	155	622	777
Fifteenth District.....	2.9	3.1	128.2	128.2	132.1	41	142	183	5.4	187.5	187.5	192.9	42	198	240
Sixteenth District.....	1.	2.9	141.3	141.3	149.1	48	157	205	9.7	156.5	156.5	166.2	72	157	220
Seventeenth District.....	2.	4.8	159.5	159.5	167.6	36	177	213	5.5	195.8	195.8	205.	56	208	262
Eighteenth District.....	7.	4.6	58.9	58.9	58.9	12	73	95	9.2	63.6	63.6	68.6	18	78	94
Nineteenth District.....	5.	2.6	491.	491.	510.	185	489	551	3.	582.8	582.8	591.	194	529	723
Twentieth District.....	2.	5.8	321.7	321.7	321.7	166	322	457	19.	321.7	321.7	330.6	104	331	466
Twenty-first District.....	10.	5.2	200.3	200.3	204.1	45	202	337	4.5	276.6	276.6	281.4	44	314	366
Twenty-second District.....	1.	5.2	200.3	200.3	204.1	45	202	337	4.5	276.6	276.6	281.4	44	314	366

SUPERINTENDENT'S TABLES.

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TABLE No. 1 — CONTINUED.

SCHOOLS.	No. of Teachers.	MALES.						FEMALES.					
		Males	Females	Number Registered	Number Withdrawn...	Number Remaining.....	Average Number Belonging	Average Daily Attendance	Average Daily Absence	Number Registered	Number Withdrawn..*	Number Remaining ...	Average Number Belonging
Twenty-third District.....	7.2	241	27	3020	116	375	432.7	417.6	15.1	504	126	378	428.
Twenty-fourth District.....	8.4	311	97	491	129	287	352.3	342.5	9.8	504	126	378	428.
Twenty-fifth District.....	7.3	230	37	416	137	279	378.6	368.4	10.2	504	126	378	428.
Twenty-sixth District.....	9.	309	67	379	96	283	331.	321.	10.	358	101	257	303.
Colored District.....	11.	417	131	82	11	21	29.9	28.9	1.	49	12	37	43.
Totals.....	53.8	376.3	12860	3020	116	375	432.7	417.6	15.1	504	126	378	428.
First Intermediate	4.	416	129	491	129	287	352.3	342.5	9.8	504	126	378	428.
Second Intermediate	4.	416	129	491	129	287	352.3	342.5	9.8	504	126	378	428.
Third Intermediate	5.	416	129	491	129	287	352.3	342.5	9.8	504	126	378	428.
Fourth Intermediate	4.	416	129	491	129	287	352.3	342.5	9.8	504	126	378	428.
Intermediate Dep't 4th District.....	2.	379	96	379	96	283	331.	321.	10.	358	101	257	303.
Intermediate Dep't 16th District.....	3.8	82	11	82	11	21	29.9	28.9	1.	49	12	37	43.
Intermediate Dep't 17th District.....	1.	85	24	85	24	71	80.2	77.8	2.4	72	18	54	62.9
Intermediate Dep't 18th District.....	.5	42	12	42	12	30	37.9	36.7	1.1	38	19	19	41.4
Intermediate Dep't 19th District.....	1.	44	11	44	11	33	37.9	35.5	2.1	22	10	12	18.3
Intermediate Dep't 21st District.....	1.	42	10	42	10	32	36.3	35.5	1.8	28	6	22	22.6
Intermediate Dep't 22nd District.....	.5	46	18	46	18	28	35.3	34.3	3.1	52	21	31	40.1
Intermediate Dep't 23rd District.....	1.5	44	10	44	10	32	36.3	35.5	2.2	28	6	22	22.6
Intermediate Dep't 24th District.....	1.5	44	10	44	10	32	36.3	35.5	2.2	28	6	22	22.6
Intermediate Dep't 25th District.....	2.	58	21	58	21	37	48.	46.7	1.3	61	18	43	52.6
Intermediate Dep't 26th District.....	1.5	59	21	59	21	37	48.	46.7	1.3	61	18	43	52.6
Intermediate Dep't 27th District.....	2.	57	11	57	11	46	51.5	50.1	1.4	61	18	43	52.6
Intermediate Dep't 28th District.....	2.	57	11	57	11	46	51.5	50.1	1.4	61	18	43	52.6
Intermediate Dep't Colored District.....	4.	51	10	51	10	41	43.8	41.6	2.2	61	4	57	54.7
Intermediate Totals.....	26.	74.8	2818	3020	116	375	432.7	417.6	15.1	504	126	378	428.
Intermediate Totals.....	26.	74.8	2818	3020	116	375	432.7	417.6	15.1	504	126	378	428.

TABLE No. 1—CONTINUED.

SCHOOLS.	No. of Teachers.	MALES.						FEMALES.					
		Males	5.5 5.5 1.	Females	5.5 5.5 1.	Number Registered.....	Number Withdrawn...	Number Remaining....	Average Number Belonging	Average Daily Attendance.....	Average Daily Absence	Number Registered	Number Withdrawn...
Woodward High School	5.5	5.5	12.	12.	460	120	840	400.4	216.	212.4	3.6	494	116
Hughes High School	5.5	5.5	1.	1.	66	21	45	18.	169.4	164.8	4.6	78	83
Gaines High School	1.	1.	1.	1.	15	1	14	13.	15.	15.	1.3	5	1
High School Totals.....	12.	12.	12.	12.	536	141	397	392.2	382.2	382.2	8.2	572	196
Mornington School	1.	1.	1.	1.	15	1	14	13.	15.	15.	1.3	5	1
Normal School	1.	1.	1.	1.	15	1	14	13.	15.	15.	1.3	5	1
Deaf-Mute School	1.	1.	1.	1.	15	1	14	13.	15.	15.	1.3	5	1
Music Teachers	7.	7.	7.	7.	15	1	14	13.	15.	15.	1.3	5	1
Drawing Teachers	2.	2.	2.	2.	15	1	14	13.	15.	15.	1.3	5	1
Penmanship Teachers	2.	2.	2.	2.	15	1	14	13.	15.	15.	1.3	5	1
Total Special Teachers.....	18.	18.	18.	18.	536	141	397	392.2	382.2	382.2	8.2	572	196
Grand Totals.....	105.8	105.8	105.8	105.8	15719	3770	11949	12276.7	11853	11853	423.7	14896	3583

TABLE No. 1—CONTINUED.

	MALES AND FEMALES.							Received from other Districts.	
								Males.....	Females.....
SCHOOLS.	Number Registered ..	Number Withdrawn...	Number Remaining ...	Average Number Be- longing	Average Daily Attend- ance.....	Average Daily Absence	Per cent. of Daily Ab- sence		
First District.....	1142	224	918	908.	882.	16.	1.8	28	22
Second District.....	848	257	591	621.8	591.7	30.1	4.8	26	28
Third District.....	757	220	537	544.3	522.	22.3	4.	3	1
Fourth District.....	852	112	740	262.8	241.8	21.5	8.2	6	5
Fifth District.....	1072	821	251	754.5	717.4	37.1	4.9	24	19
Sixth District.....	1331	270	1061	1087.8	1058.2	29.6	2.7	35	25
Seventh District.....	678	206	472	467.9	446.9	21.	4.4	25	18
Eighth District.....	1471	342	1129	1065.	1045.	50.	4.5	47	39
Ninth District.....	808	181	627	630.	601.	50.	4.6	23	38
Tenth District.....	1136	215	921	901.	875.	26.	2.	22	33
Eleventh District.....	1979	414	1565	1568.	1513.	55.	3.5	79	84
Twelfth District.....	1382	385	997	1031	1005.	36.	2.6	11	15
Thirteenth District.....	1316	287	1029	1019.5	974.4	45.1	4.4	41	40
Fourteenth District.....	1331	297	1034	1053.6	1023.6	30.	2.8	36	30
Fifteenth District.....	1470	246	1224	1173.2	1140.5	32.7	2.8	43	24
Sixteenth District.....	423	83	340	325.	315.7	9.3	2.8	18	14
Seventeenth District.....	434	120	314	315.3	297.8	17.5	5.	12	8
Eighteenth District.....	475	92	383	372.6	355.3	17.3	4.6	4	.....
Nineteenth District.....	179	30	149	123.1	117.5	6.6	4.5	50	35
Twentieth District.....	1397	379	1018	1061.	1023.	38.	3.5	9	8
Twenty-first District.....	382	329	51	691.3	656.3	35.	5.	13	.....
Twenty-second District.....	645	89	556	555.5	520.9	28.6	5.1	.....	13

TABLE No. 1 — CONTINUED.

<i>SCHOOLS.</i>	<i>MALES AND FEMALES.</i>						<i>Received from other Districts.</i>	
	<i>Number Registered.....</i>	<i>Number Withdrawn ...</i>	<i>Number Remaining. ...</i>	<i>Average Number Belonging</i>	<i>Average Daily Attendance.....</i>	<i>Average Daily Absence</i>	<i>Males</i>	<i>Females</i>
Twenty-third District.....	465	51	414	380.	378.	12.	10	10
Twenty-fourth District.....	550	168	382	400.3	385.8	14.5	8	7
Twenty-fifth District.....	445	70	375	340.	324.	16.	8	9
Twenty-sixth District.....	605	138	467	444.	427.	17.	9	13
Colored District.....	871	308	563	508.4	477.4	29.		
Totals.....	24594	5984	18710	18945.9	17932.7	711.2	582	538
First Intermediate	965	242	723	860.7	826.3	34.4	3	4
Second Intermediate.....	805	240	565	675.1	657.1	18.	7	4
Third Intermediate.....	704	184	520	607.2	591.1	16.1	6	2
Fourth Intermediate.....	737	197	540	634.	615.	19.	9	7
Intermediate Dep't 4th District.....	81	23	58	73.2	70.9	2.3	1	1
Intermediate Dep't 16th District.....	167	42	125	143.1	138.3	4.7	3	3
Intermediate Dep't 17th District.....	80	31	49	69.3	66.6	2.7	3	3
Intermediate Dep't 18th District.....	66	21	45	56.2	52.9	3.3	3	5
Intermediate Dep't 19th District.....	70	16	54	58.9	57.7	1.2	2	3
Intermediate Dep't 21st District.....	98	39	59	75.4	73.	2.4	6	6
Intermediate Dep't 22nd District.....	191	37	154	167.5	161.5	6.3	3	4
Intermediate Dep't 24th District.....	119	39	80	100.6	97.4	3.2		
Intermediate Dep't 25th District.....	57	11	46	49.	46.	1.		1
Intermediate Dep't 26th District.....	102	25	77	84.3	81.6	2.7		1
Colored District.....	112	14	98	98.5	93.8	4.7		
Intermediate Totals.....	4984	1161	3223	3754.	3632.3	121.7	37	35

TABLE No. 1—CONTINUED.

	MALES AND FEMALES.							Received from other Districts.	
								Males	Females
SCHOOLS.	Number Registered.....	Number Withdrawn..	Number Remaining....	Average Number Belonging	Average Daily Attendance.....	Average Daily Absence	Per cent. of Daily Absence		
Woodward High School.....	445	115	330	330.8	384.2	6.6	1.6		
Hughes High School.....	441	119	322	322.9	389.4	13.5	3.4		
Gaines High School.....	38	2	36	34.	34.				
High School Totals.....	924	236	688	807.7	787.6	20.1	3.3		
Mornington School	115	37	78	54.3	52.5	1.8	3		
Normal School	78	33	45	16.8	15.2	1.4	7.2		
Deaf-Mute School	20	2	18						
Music Teachers.....									
Drawing Teachers.....									
Pennmanship Teachers									
Total Special Teachers.....									
Grand Totals.....	3015	733	2272	23276.5	22420.3	856.2	4.6	619	573

TABLE No. 2—Accompanying Superintendent's Report.

Showing the Number of Pupils in each Grade, and their Respective Ages when Enrolled.

	MALES.								FEMALES.							
	Grade D	Grade E	Grade F	Grade G	Grade H	Grade D	Grade E	Grade F	Grade G	Grade H	Grade D	Grade E	Grade F	Grade G	Grade H	Grade D
First District.....	68	10.9	101	9.8	8.9	115	8.1	243	6.4	243	47	10.9	82	9.3	203	6.8
Second District.....	47	10.8	82	10.6	9.9	95	8.8	162	6.8	162	60	11.4	66	9.3	148	6.8
Third District.....	48	11.1	49	10.1	9.3	86	9.4	142	6.8	142	60	11.7	71	10.3	136	6.4
Fourth District.....	26	11.9	33	10.4	9.1	25	8.6	67	6.9	67	18	11.3	22	10.3	57	6.8
Fifth District.....	54	11.2	117	10.3	8.5	91	8.4	201	6.7	201	42	10.6	87	9.2	103	6.8
Sixth District.....	101	10.7	111	9.6	117	8.5	64	8.1	6.8	64	86	10.4	104	8.4	169	6.4
Seventh District.....	49	12.2	54	10.6	67	9.4	64	8.1	121	7.7	44	11.8	59	9.1	51	7.7
Eighth District.....	93	11.2	106	9.8	126	8.9	159	8.1	260	6.5	95	11.3	108	8.8	189	6.5
Ninth District.....	49	11.1	79	10.3	59	9.1	76	7.7	144	6.6	62	11.3	61	9.9	77	6.6
Tenth District.....	75	10.1	104	9.9	101	8.1	127	7.7	193	6.5	68	10.8	81	10.9	141	6.6
Eleventh District.....	167	11.3	141	9.9	101	8.1	205	7.7	318	6.5	153	10.8	172	9.7	189	6.5
Twelfth District.....	85	11.2	107	10.3	126	8.4	171	7.8	246	6.5	87	11.3	123	9.2	280	6.5
Thirteenth District.....	53	11.1	80	10.1	86	8.1	144	8.3	310	6.7	56	10.7	83	9.5	112	6.4
Fourteenth District.....	63	11.4	112	10.2	109	8.2	140	8.2	286	6.7	74	10.9	96	10.1	272	6.4
Fifteenth District.....	87	10.6	109	10.3	138	8.2	183	8.1	270	6.7	61	10.4	115	8.9	219	6.6
Sixteenth District.....	53	11.4	42	10.3	40	8.3	62	7.9	61	6.7	16	11.6	30	10.6	53	6.4
Seventeenth District.....	25	10.9	45	10.7	28	8.1	37	8.1	84	6.6	24	10.9	32	10.5	81	6.4
Eighteenth District.....	23	11.1	24	11.1	34	9.8	76	8.1	105	6.6	23	10.9	27	10.4	76	6.6
Nineteenth District.....	19	10.3	12	9.5	16	9.6	16	7.8	31	6.7	12	10.3	13	9.6	81	6.7
Twentieth District.....	66	11.1	110	10.1	125	9.1	148	8.1	274	6.3	71	11.1	126	10.4	90	6.8
Twenty-first District.....	84	11.8	69	9.6	68	9.7	119	8.5	185	6.6	31	10.8	70	9.4	88	6.8
Twenty-second District.....	24	11.4	64	10.6	63	9.7	67	8.2	120	6.8	44	11.1	51	10.6	225	6.2
Twenty-third District.....	24	11.1	35	10.1	35	9.5	70	8.1	120	6.8	44	11.1	51	10.6	216	6.6
Twenty-fourth District.....	48	11.2	41	10.6	58	9.1	61	8.2	120	6.8	44	11.1	51	10.6	108	6.6
Twenty-fifth District.....	18	10.7	31	10.3	42	9.2	53	8.4	86	6.8	41	11.5	33	10.3	76	6.7
Twenty-sixth District.....	54	12.6	54	10.1	45	9.2	58	8.6	136	7.7	15	11.8	38	9.1	74	6.6
Colored District.....	31	12.6	36	11.9	36	11.6	61	10.3	253	8.4	27	12.3	36	9.3	126	7.8
District Totals.....	1478	11.2	1953	10.2	2044	9.4	2679	8.2	4711	6.4	1895	11.1	1846	10.2	2906	6.4

TABLE No. 2 — CONTINUED.

SCHOOLS.	MALES AND FEMALES.										Average Ages of all Grades.....
	Grade D		Grade E		Grade F		Grade G		Grade H		
	No. Entered..	Average Age	No. Entered..	Average Age	No. Entered..	Average Age	No. Entered..	Average Age	No. Entered..	Average Age	
First District.....	115	10.9	198	9.7	156	8.9	227	7.8	446	6.6	8.1
Second District.....	107	11.1	142	10.5	132	9.2	157	8.2	310	6.8	8.6
Third District.....	93	11.3	94	10.2	139	9.7	153	8.7	278	6.8	8.5
Fourth District.....	44	11.7	55	10.4	59	9.1	70	8.4	124	6.9	8.7
Fifth District.....	96	11.4	204	10.3	168	9.3	194	8.3	410	6.8	8.1
Sixth District.....	187	10.5	217	9.5	237	8.4	303	7.5	387	6.4	8.1
Seventh District.....	93	11.9	113	10.4	126	8.3	115	8.	231	7.	8.3
Eighth District.....	198	11.1	214	10.1	255	8.8	298	7.9	516	6.5	8.5
Ninth District.....	111	11.2	143	10.1	134	8.8	135	7.9	285	6.8	8.5
Tenth District.....	143	10.	185	9.	189	8.	232	7.	387	6.	8.5
Eleventh District.....	320	11.	313	9.8	362	9.	391	7.5	593	6.5	8.5
Twelfth District.....	172	11.3	229	10.2	255	9.2	288	7.8	443	6.5	8.5
Thirteenth District.....	114	10.9	163	9.9	219	9.1	238	8.1	532	6.4	8.4
Fourteenth District.....	157	11.2	198	10.2	216	9.1	245	8.1	515	6.7	8.1
Fifteenth District.....	128	10.5	221	10.1	253	9.1	351	7.9	517	6.8	8.1
Sixteenth District.....	51	11.5	72	10.4	71	9.1	115	7.9	114	6.5	8.6
Seventeenth District.....	49	10.7	77	10.6	62	9.3	76	8.	170	6.6	8.4
Eighteenth District.....	46	11.	51	10.7	62	9.2	118	8.	195	6.6	8.2
Nineteenth District.....	31	10.3	25	9.5	24	9.	80	7.8	99	6.7	8.6
Twentieth District.....	137	11.	236	10.	249	9.	278	8.	499	6.3	8.
Twenty-first District.....	103	11.6	120	10.1	138	9.6	220	8.4	401	6.6	8.7
Twenty-second District.....	88	11.2	117	10.4	134	9.3	123	8.1	228	6.7	8.7
Twenty-third District.....	48	11.1	86	10.2	57	9.5	121	8.2	153	6.7	8.5
Twenty-fourth District.....	89	11.4	79	10.6	106	9.1	104	8.1	172	6.7	8.8
Twenty-fifth District.....	33	10.8	60	10.3	73	9.	92	8.1	187	6.6	8.1
Twenty-sixth District.....	43	11.9	106	10.3	81	9.2	113	8.5	262	7.	8.
Colored District.....	82	12.4	81	11.8	85	11.5	135	10.4	493	8.1	9.7
District Totals.....	2393	11.2	3799	10.2	4050	9.3	4915	7.9	8932	6.5	9.

TABLE No. 2—CONTINUED.

	MALES.				FEMALES.			
	Grade A.	Grade B.	Grade C.	Grade D.	Grade A.	Grade B.	Grade C.	Grade D.
	Average Age	Average Age	Average Age	Average Age	Average Age	Average Age	Average Age	Average Age
	No. Enrolled	No. Enrolled	No. Enrolled	No. Enrolled	No. Enrolled	No. Enrolled	No. Enrolled	No. Enrolled
First Intermediate.....	93	172	226		104	177	223	
Second Intermediate.....	77	156	181		81	125	193	
Third Intermediate.....	35	161	240		46	68	154	
Fourth Intermediate.....	62	131	186		59	119	180	
Intermediate Dep't District.....	12	9	11		13	14	22	
Intermediate Dep't Sixteenth District.....	15	29	51		13	18	41	
Intermediate Dep't Seventeenth District.....	13	6	23		5	13	20	
Intermediate Dep't Eighteenth District.....		17	27			12	10	
Intermediate Dep't Nineteenth District.....	9	13	18		11	8	9	
Intermediate Dep't Twentieth District.....	10	13	23		21	13	30	
Intermediate Dep't Twenty-first District.....	15	44	41		14	34	36	
Intermediate Dep't Twenty-second District.....	18	18	22		19	20	22	
Intermediate Dep't Twenty-third District.....	5	9	15		6	13	11	
Intermediate Dep't Twenty-fourth District.....	18	20	30		13	14	18	
Intermediate Dep't Twenty-fifth District.....	7	15	29		12	16	30	
Intermediate Dep't Twenty-sixth District.....								
Colored Intermediate.....	7							
Intermediate Totals	378	817	1123		412	665	989	
Hughes High School	12	20	57		25	30	82	
Woodward High School.....	23	20	59		17	20	58	
Gaines High School	8	4	2		2		1	
High School Totals	38	44	118		47	50	141	

SCHOOLS.

Intermediate Totals

Hughes High School

Woodward High School.....

Gaines High School

High School Totals

TABLE No. 2—CONTINUED.

SCHOOLS.	MALES AND FEMALES.								Average Ages of all Grades
	Grade A.		Grade B.		Grade C.		Grade D.		
	No. Enrolled.....	Average Age	No. Enrolled.....	Average Age.....	No. Enrolled.....	Average Age	No. Enrolled.....	Average Age	
First Intermediate.....	197	13.9	349	13.3	449	12.3			13.2
Second Intermediate.....	158	14.	283	13.3	364	12.2			13.
Third Intermediate.....	81	13.3	229	12.8	394	11.9			12.4
Fourth Intermediate.....	121	13.7	250	13.1	308	12.			12.7
Intermediate Dep't Fourth District.....	25	13.8	23	12.6	83	11.8			12.6
Intermediate Dep't Sixteenth District.....	28	14.2	47	13.	92	12.			12.8
Intermediate Dep't Seventeenth District.....	18	13.3	19	13.2	43	12.6			12.8
Intermediate Dep't Eighteenth District.....			29	13.	37	11.9			12.5
Intermediate Dep't Nineteenth District.....	20	13.4	23	12.8	27	12.2			12.8
Intermediate Dep't Twentieth District.....	19	13.5	26	12.1	53	12.5			12.7
Intermediate Dep't Twenty-first District.....	86	13.2	78	13.4	77	12.3			13.
Intermediate Dep't Twenty-fourth Dist.....	37	13.3	88	13.4	44	12.3			13.
Intermediate Dep't Twenty-fifth District.....	11	13.2	20	13.	28	11.6			12.5
Intermediate Dep't Twenty-sixth District.....	20	14.2	34	13.6	48	12.8			13.4
Colored Intermediate.....	19	17.	34	16.	59	14.			15.
Intermediate Totals.....	790	13.8	1482	13.2	2112	12.2			13.1
Hughes High School.....	87	17.4	50	16.6	139	15.6	215	15.	16.1
Woodward High School.....	43	17.4	40	16.3	117	15.7	245	14.7	15.4
Gaines High School.....	5	18.	4	16.	3	15.	26	17.	.....
High School Totals.....	85	16.9	94	16.3	259	15.4	466	15.6	16.

TABLE No. 3—Accompanying Superintendent's Report.

Showing the Number of Pupils engaged in the several Studies of the Course.

SCHOOLS.	Natural Philosophy..																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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TABLE No. 3—CONTINUED.

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TABLE No. 3—CONTINUED.

HIGH SCHOOLS.

STUDIES.

	HUGHES.			WOODWARD.			GAINES.			HIGH SCHOOL TOTALS.		
	Males.....	Females.....	TOTAL	Males.....	Females.....	TOTAL	Males.....	Females.....	TOTAL	Males.....	Females.....	TOTAL
Constitution of the United States.....	9	25	34	11	27	38	10	19	29	30	71	101
Rhetoric.....	20	47	67	26	38	64	17	21	38	63	106	169
Composition.....	198	243	441	245	300	545	17	21	38	460	464	924
Elocution.....	198	243	441	245	300	545	17	21	38	460	464	924
English Literature.....	280	53	333	183	41	224	17	21	38	70	115	185
Mental Philosophy.....	15	19	34	17	14	31	4	.....	4	21	23	54
Natural Philosophy.....	21	21	42	20	21	41	4	.....	4	39	42	81
Natural History.....	23	23	46	22	20	42	5	.....	5	34	46	80
Botany.....	25	31	56	11	21	32	5	3	8	22	49	71
Physical Geography.....	29	52	81	36	50	86	13	18	31	78	120	198
Geology.....	31	41	72	31	25	56	.....	.....	.....	41	56	97
Physiology.....	100	101	201	145	100	245	7	11	18	252	212	464
General History.....	119	171	290	185	158	343	10	19	29	314	348	662
Algebra.....	145	149	294	185	201	386	10	13	23	340	393	703
Geometry.....	41	37	78	45	5	50	6	1	7	92	43	135
Trigonometry.....	14	7	21	12	.....	12	4	.....	4	30	7	37
Surveying.....	9	5	14	11	1	12	4	.....	4	24	6	30
Astronomy.....	10	11	21	14	11	25	2	3	5	26	25	51
Chemistry.....	10	24	34	19	20	39	3	.....	3	26	46	78
Music.....	198	243	441	245	200	445	17	21	38	460	464	924
Drawing.....	28	38	66	75	175	250	17	21	38	120	234	354
Book-keeping.....	8	5	13	8	12	20	4	.....	4	20	17	37
German.....	74	63	137	69	57	126	2	6	8	145	126	271
French.....	35	103	138	38	93	131	8	4	12	81	200	281
Latin.....	147	176	323	185	140	325	14	5	19	346	321	667
Greek.....	23	7	30	31	.....	31	.....	.....	.....	54	7	61

TABLE No. 4—Accompanying Superintendent's Report.

Showing Time of Continuance of Pupils in Schools.

TIME.	DISTRICT SCHOOLS.		INTERMEDIATE SCHOOLS.		HIGH SCHOOLS.		NORMAL SCHOOL.	
	No. Enrolled...	Per cent. of Enrollment.....	No. Enrolled...	Per cent. of Enrollment.....	No. Enrolled...	Per cent. of Enrollment.....	No. Enrolled...	Per cent. of Enrollment.....
Less than two months	2,010	8.1	161	3.7	23	2.5	4	5.
Two months and less than four months.....	2,703	11.	239	5.4	50	5.4	6	7.5
Total less than four months.....	4,713	10.1	400	9.1	73	7.9	10	12.5
Four months and less than six months	1,932	7.9	298	6.1	60	6.5	26	33.2
Total less than six months.....	6,645	27.	698	15.3	133	14.4	36	45.7
Six months and less than eight months.....	2,086	8.3	397	9.	59	6.2	7	9.1
Total less than eight months.....	8,731	53.3	1,095	24.3	192	20.6	43	54.8
Eight months and less than ten months.....	6,986	28.5	1,004	22.9	86	9.5	16	20.7
Total less than ten months.....	15,717	63.8	2,099	47.2	278	30.1	59	75.5
Continued through the year.....	8,877	36.2	2,315	58.8	646	69.9	19	24.5
Total enrolled	24,594	100.	4,384	100.	924	100.	78	100.

TABLE No. 5—Accompanying Superintendent's Report.

Showing the Regularity of Attendance in the Schools, with Summary showing the same for the last Ten Years.

<i>SCHOOLS.</i>	<i>Enrollment.....</i>					
	<i>Per cent. of Enrollment</i>	<i>Number absent three or more days per week.....</i>	<i>Per cent. of Enrollment</i>	<i>Number absent two and less than three days per week.....</i>	<i>Per cent. of Enrollment</i>	<i>Number absent one and less than two days per week.....</i>
First District.....	1.42	1	1.1	1	18.2	155
Second District.....	848	10	1.2	10	8.2	80.3
Third District.....	757	1	2.3	8	8.5	28
Fourth District.....	852	2	2.2	2	11.4	304
Fifth District.....	1,072	5	4.1	5	2.8	1,045
Sixth District.....	1,331	6	4.1	6	4.1	1,278
Seventh District.....	678	4	4.1	4	4.1	678
Eighth District.....	1,471	5	4.1	5	4.1	1,402
Ninth District.....	1,908	5	4.1	5	4.1	1,770
Tenth District.....	1,136	3	4.1	3	4.1	1,088
Eleventh District.....	1,979	3	4.1	3	4.1	1,885
Twelfth District.....	1,852	3	4.1	3	4.1	1,835
Thirteenth District.....	1,316	3	4.1	3	4.1	1,290
Fourteenth District.....	1,331	3	4.1	3	4.1	1,255
Fifteenth District.....	1,470	3	4.1	3	4.1	1,467
Sixteenth District.....	423	1	4.1	1	4.1	420
Seventeenth District.....	434	3	4.1	3	4.1	407
Eighteenth District.....	475	2	4.1	2	4.1	459
Nineteenth District.....	179	2	4.1	2	4.1	176
Twentieth District.....	1,397	3	4.1	3	4.1	1,313
Twenty-first District.....	982	2	4.1	2	4.1	951
Twenty-second District.....	685	4	4.1	4	4.1	678
Twenty-third District.....	465	1	4.1	1	4.1	460
Twenty-fourth District.....	550	1	4.1	1	4.1	545
Twenty-fifth District.....	445	1	4.1	1	4.1	433
Twenty-sixth District.....	605	45	4.1	45	4.1	605
Colored District.....	871	61	4.1	61	4.1	589
District Totals	24,594	109	4.1	109	4.1	23,472

TABLE No. 5 — CONTINUED.

<i>SCHOOLS.</i>	<i>Number absent less than one day per week.....</i>	<i>Per cent. of Enrollment</i>	<i>Number absent one and less than two days per week.....</i>	<i>Per cent. of Enrollment</i>	<i>Number absent two and less than three days per week.....</i>	<i>Per cent. of Enrollment</i>	<i>Number absent three or more days per week.....</i>	<i>Per cent. of Enrollment</i>	<i>Enrollment.....</i>
First Intermediate	948	95.3	45	4.5	2	.2	.....	.....	985
Second Intermediate	789	98.	16	2.	2	.....	.....	.....	805
Third Intermediate	689	97.8	13	1.9	.....	.....	.....	.....	704
Fourth Intermediate	728	98.7	9	1.3	.....	.....	.....	.....	737
Intermediate Dep't Fourth District	81	100.	.....	.....	.....	.....	.....	.....	81
Intermediate Dep't Sixth District	165	98.7	.....	.....	.....	.....	.....	.....	167
Intermediate Dep't Seventh District	79	98.9	1	1.1	.....	.....	.....	.....	80
Intermediate Dep't Eighth District	98	100.	.....	.....	.....	.....	.....	.....	98
Intermediate Dep't Ninth District	70	100.	.....	.....	.....	.....	.....	.....	70
Intermediate Dep't Twenty-first District	97	99.	1	1.	.....	.....	.....	.....	98
Intermediate Dep't Twenty-second District	190	99.4	.....	.....	.....	.....	.....	.....	191
Intermediate Dep't Twenty-fourth District	116	97.1	3	2.9	.....	.....	.....	.....	119
Intermediate Dep't Twenty-fifth District	57	100.	.....	.....	.....	.....	.....	.....	57
Intermediate Dep't Twenty-sixth District	102	100.	6	.7	.....	.....	.....	.....	102
Colored Intermediate	106	99.	.....	.....	.....	.....	.....	.....	112
Intermediate Totals	4,283	98.6	98	1.5	4	.....	.....	.....	4,384
Hughes High School	441	.....	.....	.....	.....	.....	.....	.....	441
Woodward High School	445	.....	.....	.....	.....	.....	.....	.....	445
Gaines High School	38	.....	.....	.....	.....	.....	.....	.....	38
High School Totals	924	.....	.....	.....	.....	.....	.....	.....	924
Normal School	78	.....	.....	.....	.....	.....	.....	.....	78
Grand Totals	28,757	96.8	949	2.6	113	.2	61	.....	29,980

TABLE No. 5—CONTINUED.
SUMMARY FOR THE LAST ELEVEN YEARS.

YEARS.	Enrollment.....	
	24,808	24,849
	Per cent. of Enrollment	
	.3	.1
	Number absent three or more days per week.....	
	77	90
	Per cent. of Enrollment	
	.7	.8
	Number absent two and less than three days per week.....	
	184	204
	Per cent. of Enrollment	
	5.7	5.9
	Number absent one and less than two days per week.....	
	1,421	1,452
	Per cent. of Enrollment	
	93.3	93.2
	Number absent less than one day per week.....	
	23,216	23,163
1865-'66
1866-'67
1867-'68
1868-'69
1869-'70
1870-'71
1871-'72
1872-'73
1873-'74
1874-'75
1875-'76

TABLE No. 6.

ACCOMPANYING SUPERINTENDENT'S REPORT.

Showing the Number of Teachers Employed, and the Amount Annually Paid for their Services, from the opening of the Common Schools in Cincinnati in 1829, to the close of the Year ending June 1876.

YEARS.	Average Number of Teachers.	Amount Paid Teachers.
For the year ending June, 1830.....	22	\$5,196 51
For the year ending June, 1831.....	23	7,980 57
For the year ending June, 1832.....	23	7,911 13
For the year ending June, 1833.....	29	6,408 26
For the year ending June, 1834.....	30	8,371 09
For the year ending June, 1835.....	43	8,648 43
For the year ending June, 1836.....	44	11,430 48
For the year ending June, 1837.....	47	14,999 05
For the year ending June, 1838.....	53	15,848 37
For the year ending June, 1839.....	64	19,901 10
For the year ending June, 1840.....	63	19,604 35
For the year ending June, 1841.....	59	18,584 82
For the year ending June, 1842.....	70	18,565 12
For the year ending June, 1843.....	76	20,091 70
For the year ending June, 1844.....	78	20,979 62
For the year ending June, 1845.....	86	23,927 82
For the year ending June, 1846.....	95	25,020 50
For the year ending June, 1847.....	97	26,499 50
For the year ending June, 1848.....	127	35,378 35
For the year ending June, 1849.....	137	38,462 96
For the year ending June, 1850.....	148	46,834 23
For the year ending June, 1851.....	157	50,856 51
For the year ending June, 1852.....	160	57,356 94
For the year ending June, 1853.....	193	64,025 96
For the year ending June, 1854.....	222	86,151 78
For the year ending June, 1855.....	225	96,945 78
For the year ending June, 1856.....	222	98,821 75
For the year ending June, 1857.....	240	103,707 44
For the year ending June, 1858.....	252	133,284 54
For the year ending June, 1859.....	282	139,510 04
For the year ending June, 1860.....	317	147,437 45
For the year ending June, 1861.....	341	156,231 54
For the year ending June, 1862.....	348	146,703 50
For the year ending June, 1863.....	355	159,566 16
For the year ending June, 1864.....	373	186,271 06
For the year ending June, 1865.....	373	216,165 30
For the year ending June, 1866.....	384	240,798 26
For the year ending June, 1867.....	396	290,027 42
For the year ending June, 1868.....	418	311,435 96
For the year ending June, 1869.....	439	336,536 22
For the year ending June, 1870.....	450	368,312 33
For the year ending June, 1871.....	507	*418,229 81
For the year ending June, 1872.....	510	*419,713 18
For the year ending June, 1873.....	513	*420,225 36
For the year ending June, 1874.....	510	†437,891 26
For the year ending June, 1875.....	545	*470,844 35
For the year ending June, 1876.....	579	*476,053 56

* Includes the amount paid for tuition in the Night School, but the number of Teachers in the Day School only is given. † Colored Schools not included.

TABLE No. 7—Accompanying Superintendent's Report.

Showing the Number of Pupils Withdrawn at Different Ages from the Several Schools.

SCHOOLS.	Whole Number With- drawn															5884
	20 Years of Age	19 Years of Age	18 Years of Age	17 Years of Age	16 Years of Age	15 Years of Age	14 Years of Age	13 Years of Age	12 Years of Age	11 Years of Age	10 Years of Age	9 Years of Age	8 Years of Age	7 Years of Age	6 Years of Age	
First District.....	
Second District.....	
Third District.....	
Fourth District.....	
Fifth District.....	
Sixth District.....	
Seventh District.....	
Eighth District.....	
Ninth District.....	
Tenth District.....	
Eleventh District.....	
Twelfth District.....	
Thirteenth District.....	
Fourteenth District.....	
Fifteenth District.....	
Sixteenth District.....	
Seventeenth District.....	
Eighteenth District.....	
Nineteenth District.....	
Twentieth District.....	
Twenty-first District.....	
Twenty-second District.....	
Twenty-third District.....	
Twenty-fourth District.....	
Twenty-fifth District.....	
Twenty-sixth District.....	
Colored District.....	
District Totals	

TABLE NO. 7—CONTINUED.

SCHOOLS.	Whole Number With- drawn										
	242	240	184	197	23	42	31	21	16	39	37
First Intermediate	242	240	184	197	23	42	31	21	16	39	37
Second Intermediate	240	184	197	23	42	31	21	16	39	37	41
Third Intermediate	184	197	23	42	31	21	16	39	37	41	11
Fourth Intermediate	197	23	42	31	21	16	39	37	41	11	26
Intermediate Dep't 4th District	23	42	31	21	16	39	37	41	11	26	14
Intermediate Dep't 16th District	42	31	21	16	39	37	41	11	26	14	1163
Intermediate Dep't 17th District	31	21	16	39	37	41	11	26	14	1163	120
Intermediate Dep't 18th District	21	16	39	37	41	11	26	14	1163	120	2
Intermediate Dep't 19th District	16	39	37	41	11	26	14	1163	120	2	237
Intermediate Dep't 21st District	39	37	41	11	26	14	1163	120	2	237	38
Intermediate Dep't 22nd District	37	41	11	26	14	1163	120	2	237	38	2
Intermediate Dep't 24th District	41	11	26	14	1163	120	2	237	38	2	7319
Intermediate Dep't 25th District	11	26	14	1163	120	2	237	38	2	7319	1
Intermediate Dep't 26th District	26	14	1163	120	2	237	38	2	7319	1	4
Colored Intermediates	14	1163	120	2	237	38	2	7319	1	4	43
Intermediate Totals	1163	120	2	237	38	2	7319	1	4	43	63
Hughes High School	120	2	237	38	2	7319	1	4	43	63	125
Woodward High School	2	237	38	2	7319	1	4	43	63	125	255
Gaines High School	237	38	2	7319	1	4	43	63	125	255	407
High School Totals	237	38	2	7319	1	4	43	63	125	255	630
Normal School	38	2	7319	1	4	43	63	125	255	630	717
Deaf-Mute School	2	7319	1	4	43	63	125	255	630	717	663
Grand Totals	7319	1	4	43	63	125	255	630	717	663	645
	1	4	43	63	125	255	630	717	663	645	752
	4	43	63	125	255	630	717	663	645	752	804
	43	63	125	255	630	717	663	645	752	804	793
	63	125	255	630	717	663	645	752	804	793	1470

TABLE No. 8—Accompanying Superintendent's Report.

Showing the Amount Paid for Tuition in the Several Schools and the Rate and General Average on the basis of Enrollment, on the Average Number Belonging, and on the Average Daily Attendance.

SCHOOLS.	Amount paid for Tuition.....	Whole number En-rolled.....	Rate per Pupil on the number En-rolled.....	Average number Belonging.....	Rate per Pupil on Average number Belonging	Average Daily At-tendance.....	Rate per Pupil on Average Daily Attendance.....
First District.....	\$15,456 69	1,142	\$13 53	909	\$17 02	892	\$17 32
Second District.....	11,573 07	848	13 65	621.8	18 60	591	19 58
Third District.....	10,600 63	757	14 00	544.3	19 48	522	20 30
Fourth District.....	7,989 41	352	22 55	262.8	30 18	241	33 35
Fifth District.....	13,967 19	1,072	13 02	754.5	18 52	717	19 48
Sixth District.....	18,764 10	1,331	14 09	1,087	17 28	1,058	17 73
Seventh District.....	8,617 58	678	12 71	467	18 45	446	19 32
Eighth District.....	14,210 43	1,471	9 52	1,065	12 97	1,045	13 59
Ninth District.....	10,141 95	808	12 55	630	16 09	601	16 87
Tenth District.....	14,931 58	1,136	13 14	901	16 57	875	17 06
Eleventh District.....	21,626 00	1,979	10 92	1,568	13 79	1,513	14 30
Twelfth District.....	16,759 11	1,392	12 12	1,081	16 25	1,005	16 67
Thirteenth District.....	16,354 84	1,316	12 90	1,019	16 54	974	13 19
Fourteenth District.....	16,294 77	1,331	12 19	1,053	15 41	1,023	15 86
Fifteenth District.....	18,202 61	1,470	12 38	1,173	15 51	1,140	16 84
Sixteenth District.....	10,148 83	423	23 99	325	31 22	315	32 21
Seventeenth District.....	8,327 20	434	19 18	315	26 43	297	28 03
Eighteenth District.....	7,603 18	475	16 00	372	20 43	355	21 41
Nineteenth District.....	5,075 17	179	28 35	123	41 26	117	43 37
Twentieth District.....	16,874 72	1,397	12 07	1,061	15 60	1,023	16 49
Twenty-first District.....	15,497 21	982	15 73	691	22 42	656	23 60
Twenty-second District.....	19,480 73	695	19 39	555	24 26	526	25 58
Twenty-third District.....	7,031 62	465	15 12	380	13 02	378	18 60
Twenty-fourth District.....	11,472 62	550	19 04	400	26 68	385	29 79
Twenty-fifth District.....	7,541 92	445	17 17	340	22 47	324	23 62
Twenty-sixth District.....	11,332 27	695	18 74	444	25 54	427	26 66
Colored District.....	8,857 62	871	10 16	506	17 50	477	18 56
District Totals.....	\$339,233 05	24,594	\$13 79	18,643	\$18 19	17,932	\$18 91

TABLE No. 8—CONTINUED.

<i>SCHOOLS.</i>	<i>Amount paid for Tuition.....</i>	<i>Whole number En-rolled.....</i>	<i>Rate per Pupil on the number En-rolled.....</i>	<i>Average number Belonging.....</i>	<i>Rate per Pupil on Average number Belonging.....</i>	<i>Average Daily At- tending.....</i>	<i>Rate per Pupil on Average Daily Attendance.....</i>
First Intermediate.....	\$18,694 13	995	\$18 75	890	\$21 70	828	\$22 50
Second Intermediate.....	15,764 13	805	19 55	675	23 35	657	23 99
Third Intermediate.....	17,159 21	704	24 34	607	28 23	591	29 00
Fourth Intermediate.....	13,767 20	737	18 68	634	21 71	615	22 36
Colored Intermediate, (Gaines).....	2,446 00						
Colored Intermediate, (Walnut Hills).....	570 66						
Intermediate Totals.....	68,351 33						
Hughes High School.....	17,064 63	441	38 69	382	44 67	369	46 24
Woodward High School.....	18,190 85	445	40 85	390	46 61	384	47 34
Gaines High School.....	3,882 99	33	102 13	34	114 20	34	114 20
High School Totals.....	39,127 97						
Normal School.....	7,385 97	78	94 69	54	136 77	52	142 03
Deaf-Mute School.....	781 10	20	39 05	18	43 39	16	48 50
Normal and Deaf-Mute Totals.....	8,167 07						
Music Teachers.....	12,118 64						
Drawing Teachers.....	5,808 64						
Penmanship Teachers.....	3,246 86						
Total Special Teachers.....	21,174 14						
Grand Totals.....	\$476,053 56						

TABLE No. 9—Accompanying Superintendent's Report.

Showing the Ages of the Pupils in the Several Schools.

SCHOOLS.	AGE.																						
	6			7			8			9			10			11			12			13	
	Entered	Withdrawn...	Remaining...	Entered	Withdrawn...	Remaining...	Entered	Withdrawn...	Remaining...	Entered	Withdrawn...	Remaining...	Entered	Withdrawn...	Remaining...	Entered	Withdrawn...	Remaining...	Entered	Withdrawn...	Remaining...	Entered	
District Schools — Males	2875	706	2169	2086	389	1700	2234	431	1803	1884	308	1488	1504	306	1198	1007	273	824	711	270	441	323	
District Schools — Females	2084	711	1973	1912	407	1505	1811	373	1438	1798	353	1445	1512	323	1189	998	291	707	590	212	378	126	
Totals.....	5559	1417	4142	3998	793	3205	4045	804	3241	3682	751	2933	3016	629	2387	2005	564	1531	1301	482	819	295	
Intermediate — Males.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Intermediate — Females.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
High Schools — Males.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
High Schools — Females.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Deaf-Mute School — Males.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Deaf-Mute School — Females.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals — Males.....	2877	706	2171	2092	386	1706	2234	431	1803	1887	390	1488	1563	312	1251	1409	332	1077	1287	419	808		
Totals — Females.....	2085	711	1974	1912	407	1505	1711	373	1438	1801	353	1458	1589	333	1256	1335	331	1004	1082	298	784		
Grand Totals.....	5562	1417	4145	4004	793	3211	4045	804	3241	3688	752	2946	3152	645	2507	2744	663	2081	2389	717	1642		

TABLE No. 9 — CONTINUED.

SCHOOLS.	AGE.											
	14			15			16			17		
	Entered	Withdrawn....	Remaining...	Entered	Withdrawn....	Remaining...	Entered	Withdrawn....	Remaining...	Entered	Withdrawn....	Remaining...
District School — Males.....	120	63	57	24	22	12	14	4	10	5	10	1
District School — Females	88	49	39	30	12	18	5	3	2	15	5	1
Totals.....	208	112	96	64	34	30	19	7	12	15	10	2
Intermediate — Males.....	451	150	301	171	81	90	40	20	20	16	7	1
Intermediate — Females.....	371	109	262	217	79	138	59	24	35	18	7	8
Totals.....	822	259	563	388	160	228	99	44	55	34	14	9
High Schools — Males.....	105	23	82	113	31	82	98	29	69	60	39	5
High Schools — Females.....	73	12	61	126	30	96	127	45	84	67	21	19
Totals.....	178	35	143	239	61	178	227	74	153	127	42	24
Deaf-Mute School — Males.....	2	1	2	.....	.....	.....	1	.....	1	.....	.....	.....
Deaf-Mute School — Females.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	3	1	2	.....	.....	.....	1	.....	1	.....	.....	.....
Totals — Males.....	678	236	442	318	134	184	152	53	100	76	28	6
Totals — Females.....	533	171	362	373	121	252	194	72	122	100	53	19
Grand Totals.....	1211	407	804	691	255	436	346	125	221	176	61	25

TABLE No. 10—Accompanying Superintendent's Report.

Showing the Enrollment, Attendance, Etc., of the Night Schools.

SCHOOLS.	PRINCIPALS.	Average Number of Teachers.			Pupils Enrolled.			Withdrawn.			Remaining.			Average Attendance.		
		Males	Females	TOTAL	Males	Females	TOTAL	Males	Females	TOTAL	Males	Females	TOTAL	Males	Females	TOTAL
Second District.....	A. S. REYNOLDS.....	9.8	5.2	9.1	305	52	357	174	26	200	131	26	157	174	30	204
Fifth District.....	P. J. FOX.....	1.7	6.1	7.7	211	98	309	93	33	126	118	33	178	127	62	189
Eighth District.....	C. H. EVANS.....	1.7	4.1	5.7	301	55	356	168	19	187	183	19	169	149	38	187
Eleventh District.....	EMILY A. JOHNSON.....	3.3	5.9	9.2	403	59	462	191	35	226	212	34	236	225	110	335
Thirteenth District.....	GEO. C. WOOLLARD.....	8.8	1.5	5.3	311	65	376	289	57	346	92	8	30	143	42	185
Fourteenth District.....	J. P. J. DEBECK.....	2.1	2.4	4.4	196	54	250	105	23	128	91	31	122	113	24	137
Nineteenth District.....	A. G. WETHERBY.....	1.1	1.8	2.8	100	16	116	64	10	74	36	6	28	38	9	47
Twenty-first District.....	C. S. MUELLER.....	2.4	1.1	3.4	72	36	108	49	31	80	29	7	32	59	24	83
Twenty-third District.....	THEODORE DIEMER.....	1.8	.5	2.3	63	7	70	42	4	46	23	3	26	14	3	17
Twenty-fourth District.....	WILLIAM TELFER.....	1.8	4.3	6.1	107	53	160	73	1	74	34	4	38	48	4	52
Third Intermediate.....	LEWIS FREEMAN.....	5.1	2.5	7.6	367	72	439	254	21	275	113	32	145	191	31	222
Western District.....	S. W. CLARK.....	2.1	.5	2.6	80	16	96	25	19	44	20	53	73	23	43	66
Eastern District.....	G. H. BAILEY.....	1.1	.5	1.6	36	44	80	16	27	43	21	17	38	23	24	47
Walnut Hills District.....	W. H. PANHAM.....	1.1	8.1	9.2	81	17	98	17	22	39	13	9	22	15	11	26
Night High School.....	W. A. FILLMORE.....	11.1	3.1	14.2	879	101	980	461	38	499	418	63	481	383.2	57.6	480.8
Totals.....		43.5	85.6	79.1	3492	745	4237	2050	366	2416	1442	879	1821	1774.7	512.6	2287.3

TABLE No. 10—CONTINUED.

SCHOOLS.	PRINCIPALS.	Average Ages.			Average Attendance per Teacher.			Number of Nights Taught.			Employed in Stores.			Mechanics and Apprentices.			Laborers			Seamstresses			Housemaids			Occupation Unknown		
		TOTAL	Females	Males	TOTAL	Females	Males	TOTAL	Females	Males	TOTAL	Females	Males	TOTAL	Females	Males	TOTAL	Females	Males	TOTAL	Females	Males	TOTAL	Females	Males	TOTAL	Females	Males
Second District	A. S. REYNOLDS	16.9	14.6	16.5	25.5	27.7	23.5	77	78	75	50	45	55	84	4	80	120	120	120	21	21	21	22	22	22	60	60	60
Fifth District	P. F. FOX	17.1	14.5	16.2	31.7	33.7	29.5	78	78	78	45	34	56	94	10	84	130	130	130	21	21	21	22	22	22	73	73	73
Eighth District	C. H. EVANS	17.1	16.1	17.5	30.7	33.7	28.1	78	78	78	45	34	56	94	10	84	130	130	130	21	21	21	22	22	22	60	60	60
Eleventh District	EMILY A. JOHNSON	16.1	15.5	15.5	27.1	28.1	25.1	78	78	78	45	34	56	94	10	84	130	130	130	21	21	21	22	22	22	60	60	60
Thirteenth District	GEO. C. WOOLLARD	15.7	14.4	15.4	35.1	36.1	34.1	78	78	78	45	34	56	94	10	84	130	130	130	21	21	21	22	22	22	60	60	60
Fourteenth District	J. P. J. DEBECK	16.5	15.3	16.2	24.5	25.5	23.5	78	78	78	45	34	56	94	10	84	130	130	130	21	21	21	22	22	22	60	60	60
Nineteenth District	A. G. WETHERBY	15.6	15.6	15.6	19.8	19.8	19.8	45	45	45	24	24	24	38	12	26	58	58	58	16	16	16	16	16	16	20	20	20
Twenty-first District	C. S. MUELLER	17.1	14.3	15.7	22.9	22.9	22.9	77	77	77	24	24	24	38	12	26	58	58	58	3	3	3	7	7	7	48	48	48
Twenty-third District	THEODORE DIEMER	15.6	15.2	15.4	27.2	27.2	27.2	48	48	48	24	24	24	38	12	26	58	58	58	3	3	3	7	7	7	48	48	48
Twenty-fourth District	WILLIAM TELFER	14.5	16.5	14.7	17.1	17.1	17.1	48	48	48	24	24	24	38	12	26	58	58	58	3	3	3	7	7	7	48	48	48
Twenty-sixth District	I. H. TURRELL	17.1	16.1	16.5	22.7	22.7	22.7	78	78	78	45	34	56	94	10	84	130	130	130	3	3	3	7	7	7	48	48	48
Third Intermediate	LEWIS FREEMAN	16.3	15.6	16.1	25.8	25.8	25.8	79	79	79	64	1	65	146	6	146	146	146	146	7	7	7	24	24	24	61	61	61
Western District	S. W. CLARK	27.6	26.1	26.8	33.1	33.1	33.1	77	77	77	5	5	5	4	4	4	30	30	30	15	15	15	24	24	24	7	7	7
Eastern District	G. H. BAILEY	24.1	22.1	22.1	16.1	16.1	16.1	78	78	78	5	5	5	4	4	4	30	30	30	15	15	15	24	24	24	7	7	7
Walnut Hills District	W. H. PARHAM	22.5	18.5	20.5	10.9	10.9	10.9	25.9	25.9	25.9	7	7	7	428	387	387	3	3	3	5	5	5	4	4	4	118	118	118
Night High School	W. A. FILLMORE	17.4	17.9	17.6	29.5	29.5	29.5	83	83	83	421	7	428	387	5	342	3	3	3	5	5	5	4	4	4	118	118	118
Totals .....	.....	.....	.....	.....	.....	.....	.....	844	844	844	72	916	1208	89	1307	603	131	131	131	197	197	197	783	855	1088	783	855	1088

TABLE No. 11—Accompanying Superintendent's Report.

Abstract of Census of School Youth as Enumerated September, 1875.

SCHOOLS.	Between Six and Twenty-one Years of Age.		Between Sixteen and Twenty-one Years of Age.		Schools Attended by White Youth.				Colored Youth not in School.....	
	White	Colored...	TOTAL ...	White	Colored...	TOTAL ...	Public	Private ...	Church ...	None
First District	7,423	32	7,455	2,672	14	2,686	1,324	64	1,524	4,511
Second District	5,883	519	6,402	1,084	127	1,211	734	76	1,247	3,826
Third District	3,890	31	3,921	1,041	8	1,044	574	40	1,259	1,717
Fourth District	1,209	.....	1,209	828	.....	828	407	1	243	558
Fifth District	3,327	202	3,529	848	83	931	571	81	612	1,813
Sixth District	5,426	85	5,511	1,942	30	1,972	1,324	22	756	3,524
Seventh District	4,167	177	4,344	1,351	52	1,403	1,014	80	914	2,149
Eighth District	4,392	152	4,544	1,766	50	1,816	1,351	148	696	2,197
Ninth District	2,130	98	2,228	664	53	697	838	78	156	1,098
Tenth District	3,593	17	3,610	1,416	7	1,423	1,129	46	473	1,915
Eleventh District	6,107	48	6,155	1,727	13	1,740	2,037	39	711	3,320
Twelfth District	5,092	96	5,188	1,611	30	1,641	1,625	55	920	3,092
Thirteenth District	4,287	5	4,292	1,063	1	1,064	1,350	26	814	2,007
Fourteenth District	4,461	32	4,493	1,921	10	1,931	1,550	27	700	2,124
Fifteenth District	4,956	29	4,985	1,073	3	1,076	1,387	.....	453	3,166
Sixteenth District	14,31	7	14,318	2,965	3	2,968	389	63	208	730
Seventeenth District	1,088	.....	1,088	265	.....	265	523	.....	176	523
Eighteenth District	1,010	38	1,048	212	1	213	591	5	91	323
Nineteenth District	6,45	4	6,49	210	.....	210	192	57	109	287
Twentieth District	5,035	46	5,101	1,192	9	1,201	1,496	15	610	2,932
Twenty-first District	2,961	25	2,986	840	10	850	899	209	451	1,402
Twenty-second District	1,820	249	2,069	472	59	531	922	27	103	766
Twenty-third District	1,428	8	1,436	343	4	347	632	20	231	588
Twenty-fourth District	1,168	7	1,175	241	4	245	596	13	30	524
Twenty-fifth District	1,525	6	1,531	387	1	388	487	16	274	748
Twenty-sixth District	1,827	43	1,870	848	8	856	537	18	573	690
District Totals	86,836	1,956	88,842	24,290	555	24,845	24,933	1,185	14,389	46,309
										964

REPORT

OF THE

Superintendent of Penmanship

OFFICE OF PUBLIC SCHOOLS,
CINCINNATI, September 1, 1876. }

JOHN B. PEASLEE, *Superintendent of Schools*:

SIR—I have the honor of submitting this, my Sixth Annual Report of the Writing Department of the Cincinnati Schools.

While I do not believe that our schools have reached a point beyond which improvement in Penmanship is impossible, I am compelled to state that they are in a fair way to do so.

Theorists have maintained that all that is necessary for proficiency in this branch, is simply to *know how*. In many Public School systems of the country, the time left after learned disquisitions and wrangles over the unimportant points of difference in the leading "Systems of Penmanship," is mainly devoted to *teaching*. This plan of action never has and never will produce good results.

The pupils of our schools are not only taught how to write, but *trained to do it*. A steady, firm, and persistent daily effort has made a marked difference in the quality of our work, as compared with that of the other large cities, in the matters of legibility, grace, smoothness and ease of execution. These points were clearly demonstrated when our exhibit at the Centennial was placed side by side with the products from other

schools. A leading educational journal paid it the following tribute:

"The Penmanship throughout the Cincinnati volumes was, as a whole, superior to anything we have ever seen. Writing, indeed, seems to have grown to a fine art in Cincinnati schools. The perfection gained is probably due to a continued use of a thorough and exact system of instruction, from the first year forward."

The eyes of the entire educational world are upon us, and much is expected. I trust that both teachers and pupils will fully appreciate this, and, also, that the maintenance of our good name, at home and abroad, depends upon continued efforts.

DISTRICT SCHOOLS.

The work done in these schools during the past year was uniformly good. Great pains were taken in the preparation of daily lessons, and unique and exquisite taste was displayed in the ornamental headings and rulings of examination papers, and the careful adherence to the *forms* adopted was such as one could hardly expect from little children. The strict attention paid to the technicalities of position and pen-holding assisted very materially in producing these results.

INTERMEDIATE SCHOOLS.

The writing in these schools has steadily improved since its introduction as a branch, and the work of last year exceeds in goodness that of any previous year since my connection with the schools.

NORMAL SCHOOL.

At this institution the aim was, not so much to teach the pupils how to write as how to *impart* instruction to others. Copious black-board drills were afforded, in order that the students might become proficient in handling the crayon, and thereby be able to produce perfect forms for imitation. Our labors have not been in vain, as the many good

pen-women and teachers of Penmanship graduated from this institution abundantly prove.

COLORED SCHOOLS.

Much improvement has occurred in these schools during the past year. The specimen work*exhibited from them, at Philadelphia, attracted the attention of visitors from many sections of the country, and commendatory remarks were freely bestowed on the same by noted educators.

In conclusion, I desire to state that my thanks are due to the Principals, Teachers and Pupils for their combined and conscientious efforts, and also to acknowledge the faithful and persistent manner in which my Assistants, Miss STEVENSON and Mr. BELL, performed their duties.

Respectfully submitted,

A. E. BURNETT,
Superintendent of Penmanship.

REPORT

OF THE

Superintendent of Drawing

OFFICE OF THE PUBLIC SCHOOLS, }
CINCINNATI, September 1, 1876. }

JOHN B. PEASLEE, *Superintendent of Schools* :

SIR—In submitting to you my report for the past school year, I deem it proper, before entering upon a review of what has been done in Drawing as a branch of education in our Public Schools, to express my views in regard to its importance as a regular branch of education—the methods of instruction which have proved to be the most successful, and the extent to which Drawing ought to be pursued in the different schools under the authority of the Board of Education. This I do, in order to assist in removing erroneous impressions and views which are still frequently entertained in regard to this subject, especially so in reference to the points mentioned above :

- I. *Its legitimacy and importance as a branch of popular education.*
- II. *The proper methods to be applied ; and*
- III. *The extent to which it should be carried under the present circumstances.*

1. Let us consider the first point :

“Drawing is of the greatest use in after-life ; and, above all, it has the effect of leading to accurate habits of observation, and a more distinct

knowledge and mechanical facility, than almost any other kind of manipulation. It is a sovereign remedy for correcting idle habits, and of the greatest benefit to the scholar."—*Lord Brougham.*

Public Schools are established for the purpose of producing intelligent men and women who, by means of their general intelligence and usefulness, will make better citizens, and assist in bringing about a greater prosperity of the community in which they live; and, in doing this, produce a healthy, prosperous and happy condition of society. To secure this desirable end, the State requires each individual citizen to contribute, according to the value of his earthly possessions, to the school-fund. The State or the proper authorities, such as Boards of Education, etc., in return, promise to give the rising generation, between the ages of six and twenty-one years, an education which will secure that for which the tax is paid. The question then arises with these authorities: What means shall be applied to attain this desirable result, and what branches shall be taught? It is, therefore, a mere matter of opinion and judgment of those under whose direction these funds are disbursed and applied, to decide what is and what is not essential to secure this end.

The subject of Drawing has for the period of eight years formed a part of the curriculum of regular studies prescribed by the Board of Education of Cincinnati, and is acknowledged by all prominent educators of later days to be one of the most important studies. It promotes, like music, the esthetic culture of the masses, and makes them better. By many, these branches are called ornamental. Very well; let them be called so. They assist to educate men and women who will be the ornaments of the community in which they live.

A direct application of the proficiency which has been acquired by the study of these branches will not be absolutely necessary to cause it to be felt; the continual contact with beauty in form and harmony in sound, and their appeal to the finer feelings of the pupils, will bring about unconsciously the refinement which need not necessarily manifest itself in singing a song or drawing a picture. This

is the value which must be accorded to these studies in an esthetic point of view.

There are, however, many who can not be made to see this in its proper light, for the reason that they have not felt its beneficial effects themselves, not having pursued these studies while young. They ask for something practical, something that will produce eventually dollars and cents, and so bring about the prosperity and happiness of the individual as well as that of the community. To those I would say, that there is no trade, and hardly a calling in life, which will not be benefited by the pursuit of this study.

No one will deny that the prosperity of an industrial community depends upon the degree of excellence of its products, which, by means of their excellence, can successfully compete with, and perhaps take precedence of, products from other industrial communities. The excellence of these products, which increases their demand, is chiefly the result of skilled labor. Skilled labor, again, will manifest itself by the taste and refinement shown in its productions. This taste and refinement is brought about by a proper appreciation of the beautiful in form; and by what means can the proper appreciation of the beautiful in form be better developed and inculcated than by the study of Drawing?

In a purely educational point of view, what are the undeniable benefits derived from its cultivation?

It increases the power of learning, because it cultivates and strengthens habits of observation and the reasoning faculties, which, inherent in the youngest child, only need direction.

Teachers will often find that pupils will ask to be excused under the plea of the non-existence of talent or aptitude for the subject. My advice to all teachers would be this: Do not listen or give encouragement to any argument claiming the necessity of a pre-existence of talent or aptitude for the study of Drawing. How much aptitude and delight do the majority of our pupils manifest for that very interesting (?) subject, the study of Grammar, between the ages of nine and thirteen years; and what are the

brilliant results achieved by its pursuit, notwithstanding that they have one lesson, and sometimes more, every day? Do you allow the plea of lack of talent or aptitude to interfere with it? A like pre-existence of talent is never considered seriously in reference to any of the elementary branches of learning. Therefore, since it is not our aim to make artists, but to teach the elements of Drawing—to lay a sound foundation for the higher development of the faculties thus far awakened—we must not excuse pupils, except those physically unable, from Drawing, under so unsound a plea as lack of talent or want of aptitude. All can not be expected to draw equally well, but all can learn to draw, and profit by the pursuit of this study indirectly.

The want of a proficiency or knowledge of Drawing will, in our age of progress, surely be felt when “*too late*” will be the punishment of procrastination.

2. *What are the proper methods to be applied, and to what extent should Drawing be carried under the present circumstances?*

The fact that Drawing was introduced in our Public Schools as early as October, 1868, gives Cincinnati a right to the claim of being the first city in the United States which introduced that subject as a regular branch of education, and required it to be taught in a systematic manner in every grade of her Public Schools, making it an obligatory study at least in the District (Primary) and Intermediate (Grammar) Schools. We have not been idle in testing the different methods invented to facilitate the pursuit of this study; and if eight years of experience, and careful weighing of the different methods, is worth anything, our opinion ought to be deserving of some consideration.

“Notwithstanding a faculty is born with us, there are several methods for cultivating and improving it.”—*Addison*.

As in the beginning of every study, it is best to introduce at first elementary exercises only, even though the

pupils should happen to be of rather an advanced age—as, for instance, in High School classes where Drawing is perhaps being introduced for the first time—because, without a thorough elementary drill, a steady and healthy progress can not be expected. Results will be superficial, and partake somewhat of the nature of hot-house culture. The ground must be broken and well tilled, the seed carefully sown and brought to germination and growth by a natural and healthy process; then, and only then, when the young plant feels its existence, it will itself call for the proper nourishment to sustain its life, promote its growth, and enable it to bear blossom and fruit.

The great mistake which is generally made after the introduction of Drawing, consists in expecting brilliant results and a direct application too soon. What teacher, for instance, would expect pupils to give a description of objects seen at an age when they are hardly able to combine letters into words, or words into sentences, even if dictated? The same relation exists between Drawing from the object and practical elementary drill in executing and combining, with facility and neatness, simple lines, straight or curved, which are, after all, the only “*characters of our alphabet in drawing*.” Again, would a rational teacher expect an original composition at that stage of a child’s mental training? Strange as it may seem, some educators expect *original designs* in an amazingly short space of time after the introduction of Drawing.

DRAWING FROM THE OBJECT OR SOLID.

Drawing from the object or solid should not be attempted until a majority of the pupils of a class are able to draw readily from the black-board or from printed copies. Even the Drawing of organic forms, such as leaves, flowers, fruit, animals, the human figure, etc., from the flat copies, should not be attempted in class-work, until the *eyes* and the *hand* have received sufficient training; the *eyes*, until able to recognize form in its proper proportion; the *hand*, until able to reproduce, by means of lines of various kinds, the forms seen.

ORIGINAL DESIGNS.

Original designs, or the combination of elements into symmetrical arrangements called designs, ought not to be attempted until the teacher, by numerous examples, has either analyzed designs before the eyes of the class, showing the pleasing effects obtained by a judicious combination of simple elements according to a well-arranged plan, or has taken such elements and combined them before the pupils into designs, after the general plan or shape of space to be decorated had been decided upon. This being done often, well understood by the class, and the interest of the pupils aroused, the teacher may call for *original* combinations by giving the simplest elements, and require of the pupils combinations similar to those illustrated and explained before. If this plan is not adopted, the results of the exercises called original designing will soon assume the character of conglomerations, meaningless as a composition would be were words used without reference to their meaning or grammatical construction.

Frequent dictation exercises will prove very profitable, and may be given with good results in every grade, even in the lowest. These exercises will convince pupils, more than any thing else, that attention to the teacher's instruction is absolutely necessary on their part to insure success, because the slightest inattention must result in failure, since the pupils receive all instruction orally. These exercises ought not to be taken up, however, until pupils are thoroughly acquainted with the meaning or definitions of such terms as may be used by the teacher. Drawing from memory will also prove an excellent exercise, and be a means of securing attention, if pupils are cautioned that, before beginning a figure, they will be expected to execute it from memory and without explanation. Dictation exercises and lessons from memory ought to alternate with the regular lessons from the course laid down.

A precipitate introduction of the several advanced subdivisions of Drawing must necessarily be attended with the discouragement of both parties immediately interested in the study—the teacher and her pupils—and has, in

many cases, led to the abandonment of the subject altogether.

I would say, then, that drawing from the object or solid, original designing, and the drawing of organic forms, should not be attempted until the pupils are able to execute all exercises laid down in their regular course, understandingly, and with a certain degree of facility; neatness and accuracy being taken into particular consideration. A dabbling into too many sub-branches, requiring a deeper knowledge of underlying principles than can be expected to be given in the limited time devoted to the subject, or at too early an age, must result in crude and unsatisfactory work, which, by all means, should be avoided.

Undertake what we may, the accomplishment of that undertaking requires time; and if there is a study that requires time, and a great deal of it, in order to arrive at any satisfactory result, it is the study of Drawing. In introducing new subjects in the curriculum of studies, however, this is not sufficiently taken into consideration; that is to say, the course of study, as it existed before the introduction of a new subject, is, in my opinion, not sufficiently lightened, and a crowding of the different subjects must occur. This causes the newly introduced subject to be considered as an unwelcome intruder, a trespasser upon the sacred rights of "*the three R's*," an additional load upon the shoulders of teachers and pupils, and particularly objected to on that account on part of the former, for which, under the existing circumstances, they can not be much blamed. Drawing is, therefore, in many cases treated as the educational step-child; it must take a back-seat, as it were, and if the results under such unfavorable circumstances are not very encouraging and brilliant, its cultivation is considered unprofitable, and for that reason often abandoned.

At the time of the introduction of the subject into our schools, the time for Drawing was three lessons of thirty minutes each per week in all Grades of District Schools; but three years ago, the time, on account of other subjects, was reduced to two lessons of thirty minutes per week in all Grades below D, or the fifth school-year. It was found to be best that in all Grades above G, or the second school-

year, these lessons should be consolidated and not be given separately; so that now there is a lesson of sixty minutes per week in these grades, and in D, or fifth school-year, one lesson of sixty and one of thirty minutes. The reason for this consolidation was, that frequent changes of subjects involve a loss of time; and the more frequent the changes, the greater the loss. The objections which are generally made to this arrangement are, that a full hour devoted to one subject would exhaust the interest and consequent attention of the pupils; this, however, is a mistake. At any rate, as far as the study of Drawing is concerned, my experience has been, that, where the lesson was made sufficiently interesting, manifestations of weariness could not be found; on the contrary, pupils showed a decided desire to continue.

In the Intermediate Schools, a lesson from sixty to eighty minutes is granted for the study, while in the High Schools, where the nature of exercises is more complicated and therefore requires more time, only one lesson of forty-five minutes is granted per week. This will appear very illogical and unreasonable, and so it is; but all my appeals in that direction have proved to be in vain, and we have to rely upon the home-work of the pupils.

In the Normal School, two lessons of sixty minutes are given weekly, which I consider sufficient.

In the Night High Schools five lessons of two full hours duration are given per week during the four winter months, (November, December, January and February.)

3. The extent to which Drawing ought to be cultivated under the present circumstances.

The course of study in Drawing, or the grade of proficiency* which we ought to attain (and in most cases do), in the different kind of schools, ought to be as follows:

DISTRICT SCHOOLS.

In the Primary Grades or District Schools, which embrace the first five school-years, pupils can not be expected

to go beyond elementary exercises, based upon geometrical forms; these principal forms being the triangle, rectangle, square, rhombus, rhomboid, hexagon, octagon and circle, which, by combination, form simple designs. Frequent reference should be made to the properties or characteristics of these elementary forms, leaving the more intricate and varied combinations of these forms for Intermediate Schools. It ought to be well understood that all these exercises should be, as far as possible, and in conformity with the end in view, of a pleasing character, and ought to be executed entirely free-hand. Ruler, measure and rubber should not, and is not, at least in our schools, tolerated in the hands of the pupils; in the hands of the teacher, however, these are indispensable, in as much as they are necessary for correction. Pupils in the schools should be taught the meaning of such terms as have reference to their exercises. In regard to

LINES:

Straight, curved, vertical, perpendicular,* horizontal, oblique (slanting), diagonal and parallel.

ANGLES:

Right, obtuse and acute.

TRIANGLES:

Right-angled and equilateral (equisided).

QUADRILATERALS:

Square, rectangle (oblong), rhombus, rhomboid (parallelogram).

POLYGONS:

Pentagon, hexagon, octagon.

CIRCLE:

Diameter, radius, circumference, quadrant, arc.

This, at the first glance, will seem perhaps to some, as expecting too much; but if we consider that our District

*In relative position to another straight line.

Schools embrace five school-years, and that all these lines and forms, with perhaps the exception of the pentagon, are made use of and occur more or less in every lesson, their meaning can easily be understood without devoting additional time to it. Every teacher ought to have these lines, angles and forms drawn on a portion of the black-board, where they should remain so as to be constantly before the eyes of the pupils, and large enough to be plainly seen with the terms inscribed. By simply referring to them on every occasion, the end in view will be gained. A perfect understanding of these terms and their meaning will be found absolutely necessary in a dictation exercise. Memory Drawing may be the product of home lessons, should school time prove to be insufficient for its practice.

INTERMEDIATE SCHOOLS.

In the Intermediate or Grammar Schools, the nature of the exercises should become more free, occasionally introducing organic or natural forms; beginning with simple leaves and flowers, and ending in the highest grade of these schools with drawing objects from the flat, which involve the elements of perspective. Memory Drawing ought to be practiced whenever there is an opportunity. Lessons in designing should here be given, and simple original combinations of given elements within a given space, for decoration or arrangement, called for. Dictation exercises ought also to be given occasionally, especially when lack of attention manifests itself.

HIGH SCHOOLS.

The Drawing in the High Schools, in order to follow the natural progression, according to advancement which the pupils have made in the District and Intermediate Schools, should consist of exercises in designing, study from the flat copy (natural forms, objects involving the elements of perspective and historic ornament), constructive geometry, and Drawing from the solid, which last mentioned branch ought to take the precedence in upper classes.

NORMAL SCHOOL.

In the Normal School, the most attention ought to be, and is, given to black-board Drawing, for the reason that a teacher, by means of a proficiency in drawing rapidly and correctly on the black-board, will almost infinitely increase the power of imparting knowledge. These black-board exercises, besides involving designs based upon geometrical forms, ought to consist chiefly in illustrating characteristics, needing explanation in Object Lessons, Natural History, Physics, etc. Drawing from the flat copy, Designing and Drawing from the solid or natural object, however, should not be neglected.

COLORED SCHOOLS.

The drawings executed by the pupils of Gaines High School were excellent. Much commendable work was also done in the Colored District and Intermediate Schools.

Considering the short time in which this branch has been taught in these schools, the results were very satisfactory.

NIGHT HIGH SCHOOL.

The character of the Night High School, which is that of an industrial school to some extent, makes it necessary for the teacher to adapt himself to the wants of the pupils, first in regard to the grade of proficiency already attained, and next in reference to their calling or trade. The sub-branches to be pursued, therefore, may be more or less in conformity with the progressive plan laid down before. Study from flat copy, from the solid, Designing Geometrical Construction, Architectural and Mechanical Drawing, will in this school require the most attention.

THE RESULTS OBTAINED IN OUR SCHOOLS.

It is in our District Schools, comparatively speaking, the best results have been attained. The exercises, being necessarily of a very elementary character, do not make a pretentious show, but they bear evidence of good teaching;

and it affords me great pleasure to have an opportunity of congratulating the Teachers upon the results brought about by diligent and conscientious work on their part, and I offer them my thanks for their co-operation and industry, which have secured for our efforts in that direction honorable recognition. The Principals of these schools, I hope, will also accept my thanks with the same sincerity with which they are offered. Without their support, it would have been impossible to secure these gratifying results.

In most of the classes of the Intermediate Schools excellent work was shown. In others, however, the work was not so satisfactory. The blame for this can not be made to rest on the shoulders of the special teachers; for it must be acknowledged that enthusiasm, willingness and ability, as well as a continued strenuous effort to do the very best, have never been wanting on the part of my associates. It is also a noteworthy fact that Intermediate classes of suburban districts, generally show better results than those in the city. I considered it part of my duty to investigate the causes that led to these results, and, if ascertained, to make them known to the proper authorities, and they are therefore given.

The reason is to be found in the fact that the class-teacher is not made responsible for the result; and it is my belief that we will have the same unsatisfactory results every year, until the instruction in Drawing is required to be given by the class-teachers, at any rate in Grades B and C. That this should be done in the future, ought to be decided by the proper authorities at an early date.

The class-teachers, although many can not claim a proficiency in the subject, have had the opportunity, during the time when Drawing lessons were given, to be present for a longer period than the teachers in the District Schools. The exercises given are of such a nature that no particular talent, but careful work and attention to the instruction laid down in the Teachers' Manual, is needed. I do not wish to blame the class-teachers for not using their influence more directly in this matter, for the cause lies in the very nature of the arrangement. Let the special teacher of Drawing become the assistant of the class-teacher,

instead of expecting the class-teacher to assist the special teacher, and we will have more uniform and better results. We had the same trouble in the District Schools at the time when the special teacher was made responsible for the results; while the results are now more uniform and better as to quality of work. It has further been proved by classes in suburban districts, where a special teacher could not be furnished in the grades mentioned above, and the class-teacher was responsible for the work, that the results have almost always been better.

The plan suggested above is followed in other large cities where Drawing is treated as a regular study.

In regard to the High Schools, I would say that there have been apparently good results; but the fact that the Union Board of High Schools has made Drawing optional, after having decided to have it obligatory, has jeopardized all possible prospect of the excellent results which would have been brought about. The course of study in Drawing ought to be much more comprehensive than it is, and should be in keeping with the other branches of learning pursued in these schools. There are no properly lighted rooms, nor is the time sufficient. The fact that only one lesson of forty-five minutes per week is given is sufficient to discourage any teacher, however earnest in his work. The making of this branch optional in the High Schools has also shown its bad effect upon the Normal School. Most of the pupils entering the Normal School, after graduating from the High Schools, have not drawn for years, and for that reason have to begin again with elementary work. The work, however, in the Normal School, notwithstanding this drawback, has been very creditable indeed, sufficient time being devoted to the subject, and all possible encouragement given on the part of the Principal and teachers of that school.

In the Night High Schools, the results have been very gratifying indeed; in fact, they could not very well be otherwise, for several reasons. Pupils attending the school for the purpose of studying Drawing have already experienced the disadvantages under which they had to labor on account of their unproficiency in that branch of education,

a knowledge of which was found to be absolutely necessary in the pursuit of their trade or calling. They are eager to get the assistance and information offered in this school, and need not be urged to diligence. There is also more time devoted to it than in other schools, two full hours every evening during the winter months. It is, further, not looked upon or treated as a mere accomplishment, to spend idle hours pleasantly, when acquired. Idleness is not tolerated in this school. Pupils showing a lack of earnestness in the pursuit of the study are simply deprived of the privileges and advantages offered, by being expelled.

OUR EXHIBIT AT THE CENTENNIAL EXPOSITION.

In preparing our work for the Centennial Exposition, we were compelled to labor under decided disadvantages. The Board of Education, for various reasons, failed to take a decided action in the matter until almost too late. Everything had to be done on the spur, and had it not been for the excellent working condition of our entire school system, the results would have been far inferior to what they have proved to be. The resolution to have our schools represented by work from the pupils was passed at the Board of Education on Monday evening, and on the Thursday following all the work in Drawing, except that from the High, Normal and Night High Schools, and the selected work from the general course, was executed within the hours from 9 to 11 A.M., except in schools where the bad light interfered with the Drawing in the morning; in these cases the afternoon of the same day was taken. All pupils of every school participated in the exercises.

Of the work so executed, ten per cent. was selected, and particular care taken to have each school duly represented, in order to show, as nearly as possible, the uniformity in the working of our system of instruction in this branch. Besides the ten per cent. of the Drawing so executed, the work of at least one entire class of every grade, representing every pupil, was taken, in order to prove that every pupil can learn to draw, although perhaps not equally well. In the selection of these classes, again, care

was taken that the classes so selected were from different schools. It was at first my intention to send the work from one entire school; but this would have made our exhibit too voluminous, and the idea was therefore abandoned.

The High Schools were represented by specimens from the flat copy and original designs; the Normal School by *fac-similes* of black-board Drawing, consisting in illustrations of lessons in Natural History, Physics, etc., and also specimens from the flat copy.

From the Night High School, we sent specimens of original designs in colors, drawing from the flat copy in pencil, crayon, India ink and water colors, as well as mechanical Drawings.~

Our work has been duly appreciated by educators at home and from abroad; and I may perhaps be here permitted to quote, as an evidence of that fact, a letter from a delegate of the French Educational Commission, written after he had thoroughly examined all the work in this branch on exhibition at the Centennial Exposition at Philadelphia:

[*Literal translation from the French.*]

"PHILADELPHIA, August 24, 1876.

"Mr. FORBEIGER, Cincinnati:

* * * * * "I must say that I appreciate your method of Drawing to its highest value, and I shall speak thereof with justice; that is, with the highest praise in my report, which I have to make to our minister, and also in the reports which I owe to the Society of Institutes and the Instructors of the Seine.

"Could you assist me in making a more explicit statement by sending me a detailed report of the following:

- "1. Of the schools where your method is employed.
- "2. Of the number of pupils who participated in the competition, and whose designs and drawings were sent to the Exposition.
- "3. Of their respective ages.
- "4. Of the methods you used in having the designs made.
- "5. Of the time employed per week, etc., etc.

"Will you also have a small collection of designs or drawings of every grade made for me? Because, laying the results before the eyes facilitates comprehension of the subject more than long pages of writing.

"Should you grant my request, I beg you to forward your statements of the method and the designs as soon as possible.

"With expressions of my highest esteem,

"I remain yours,

"RAUBER,

"*French Delegate of Public Education,*

"34 Rue Corbeau, Paris."

This gentleman had the examination of the various methods applied in the cultivation of Drawing, as well as the consequent results assigned to him, and it may therefore be presumed that he was especially qualified for that task, which fact can not be underrated if we consider the extent to which Drawing is cultivated in France.

We may, therefore, all drawbacks and unfavorable conditions taken into consideration, be well satisfied with the results obtained thus far.

Hoping that the various suggestions respectfully offered in this, my report, will receive the consideration of which they may be found worthy, and thanking you for the uniform urbanity and kindness shown me, as well as for the support with which you have sustained my actions, thereby rendering my efforts and the discharge of my duties less burdensome,

I am, most respectfully, yours,

ARTHUR FORBRIGER,

Superintendent of Drawing.

REPORT

OF THE

Superintendent of Music.

OFFICE OF PUBLIC SCHOOLS,
CINCINNATI, August 31, 1876. }

JOHN B. PEASLEE, *Superintendent of Schools*:

SIR—I have the honor of submitting the following report. Permit me, in the outset, to give my thanks to the local teachers for their co-operation throughout the year. This shows that they appreciate the value of Music in the school room, not only as a source of enjoyment, but as a means of moral and intellectual culture. They have found that the relaxation which an occasional song affords, diminishes the burden of instruction and quickens the minds of the children to renewed efforts in their daily tasks. The power of Music can not be marked by percentage. The lessons of wisdom and love inculcated by a song are more far-reaching in their results than the science of numbers can express. I am not unmindful that teachers sometimes need percentage. This is purely a matter of business, and does not alter my convictions that in their daily instructions they are influenced by higher motives.

During the year, the following written examinations were held, namely: In December, that of Grades E to A inclusive; in February, the "Centennial;" in June, that of Grades D and A, for transfer to the Intermediate and to the High Schools. Literal uniformity of answers to written questions is not always to be expected, nor is it to be desired. Oftentimes awkwardness of expression may

accompany accuracy of knowledge, and the pupil should be praised, not blamed.

With the introduction of the Music Reader, I thought it best to modify the method of conducting the oral examinations held in December and June, substituting the exercises contained in the text-books instead of charts. In the Centennial examination, however, the exercises were written on charts, and submitted to the different grades to be sung at sight, copies of which are herewith furnished for publication. As Centennials are not of frequent occurrence, it will not be a dangerous precedent to furnish, also for publication, the exercises used in the written examination upon which questions suggested by their structure were asked; the formation of scales and transposition into other keys were also required.

EXCELLENCE OF THIS DEPARTMENT.

While the Music was on exhibition at your office, before being sent to Philadelphia, it fell under the eye of the musical editor of the *Cincinnati Gazette*, whose exhaustive article I take the liberty of reproducing in this connection. It may not be out of place for me to say, that musicians elsewhere indorse his views, and concede the excellence of this department of public instruction in our schools. Such results can be obtained only by an able corps of Music Masters, such as we have; their efforts being seconded by the local teachers of their respective houses. In this connection, it may not be amiss to submit for publication an abstract of the oral examination of the District Schools, held in May and June. Whole number of classes examined in song only, 27; in exercises and songs, 219; whole number examined, 246. The accompanying table will need an outline of the course of study, which is as follows:

H, or lower H songs, only by note; Grade H, songs by note, exercises in seconds on the black-board; Grade G, exercises and songs in Reader, intervals of seconds and thirds; half and quarter notes and rests—time by pupils;

Grade F, all intervals except the seventh, whole, dotted half, half and quarter notes and rests, also eighth note, double, triple and common time; Grade E, two part lessons from B to upper F, also usual marks of expression, exercises in Reader, Part II; Grade D, two part exercises and songs, with accidentals, also three-eighths and six-eighths time. Many of the exercises of Grades F, E and D are quite difficult.

The abbreviations used in the subjoined table are, *M.* moderate; *G.* good; *VG.* very good; *Ex.* excellent.

The result obtained in *exercises* may be tabulated as follows:

GRADES.	M.	G.	VG.	Ex.	Number of Classes.
Grade D	0	1	20	8	29
Grade E	0	4	22	13	39
Grade F	1	4	28	11	44
Grade G	8	17	27	17	64
Grade H	0	9	35	8	52
Results	4	35	132	57	228

The results in song-singing may be stated as follows: 54 classes were marked excellent, 154 very good, 37 good, 1 moderate; whole number examined, 246.

EXHIBITION AT PHILADELPHIA.

We insert here the above mentioned article from the pen of E. H. KREHBIEL, musical editor of the *Cincinnati Gazette*. He says:

"No feature in the exhibition of our school children's work to be made at the Centennial Exhibition will reflect more credit on the system of teaching prevailing in the public schools of Cincinnati than that of Music. It is the boast of those who know whereof they speak, that in the matter of singing at sight, the school children of Cincinnati excel

those of any city in the country, and an annual report of the examination in Music exhibited by a Principal in the leading cities of Germany last year drew expressions of undisguised astonishment from music teachers, even in that musical country. The display which has been prepared for Philadelphia is a very clear exposition of the system and the ability attained by the pupils under it. It consists of copies of the examination papers prepared last February, made by the children themselves, substantially and neatly bound in Russia leather, a volume being devoted to each grade. These examinations were made on melodies of from half a dozen to fifteen bars, which are printed on each sheet. The answers to the questions asked relate to the melody, its time, key, intervals, syllables, etc. They are not corrected nor marked, but left just as they came from the hands of the children. The oral examinations, in which Superintendent AIKEN takes especial delight, are represented as perfectly as they can be by the series of charts used by Mr. AIKEN in his examinations. They are beautifully copied on heavy paper, and bound in a large volume, uniform with the others in style. To a musician they show at a glance the wonderful proficiency which the children have attained in the matter of sight-singing. A certificate from the Principals' Association attests that the exercises were sung at sight with accuracy and success. Along with each grade is a statement of the average age of the pupils.

The exercise sung in the G grade, average age eight and one-half years, is a simple melody in the key of C, common time, containing intervals of seconds and thirds, and half and quarter notes. In the F grade, average nine and three-fourth years, intervals of fourths are used, and triple time is introduced. In the E grade, average age ten and one-fourth years, two part exercises, containing all the differences in rhythm and intervals learned in the preceding grades are introduced, the exercise, however, still being in the natural key. The exercise sung in the D grade, average age eleven and one-fourth years, is a strict canon founded on the interval of the fifth, and introducing accidentals. There are several exercises which were sung in the C grade, average age twelve and a half years. They are in the form of fugues and canons, in two voices, in three varieties of time, and have flat sevenths, sharp fourths, and sharp firsts. There are imitations of the theme in the voices which move, too, in contrary motion. An exercise sung in both the C and B grades, average age in the latter thirteen and two-third years, has modulations from the key of C to its relative A minor through the key of G. In the B grade, too, the keys of G and F major are introduced, and the marks of expression *p*, *cres. dim.* and *f* used.

For the A grade, average age fourteen years, exercises were prepared in the keys of D, B flat, A minor, and A major. Three of them were a hymn, by GRAUN, a melody of MOZART, and one in three parts, by C. P. E. BACH, son of the great SEBASTIAN BACH. There were pitfalls, too, prepared for the scholars, in the matter of time and rests, and any one

of them would puzzle any but the expert to read *prima vista*. The exercises were copied most beautifully by Mr. ZEINZ, one of the music teachers, and the title page, containing a thematic index and some ornamentation, is the work of Mr. BURNETT, Superintendent of Penmanship, and Mr. FORBRIGER, Superintendent of Drawing."

Mr. WENDELL SCHIEL, appointed in the place of Mr. VON WELLER withdrawn, has succeeded in gaining the confidence and co-operation of the teachers and pupils under his charge. The pupils of the Normal School continue to appreciate their Music lessons, and the teachers at the Normal Institute seem to enjoy the opportunity of singing in chorus. It is my conviction that the Music of our schools was never as good as it is at the present time.

Respectfully submitted,

CHARLES AIKEN,

Superintendent of Music.

WRITTEN EXAMINATION.

Grade E.



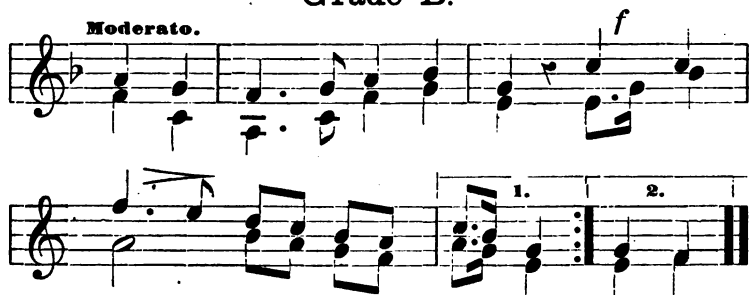
Grade D.



Grade C.



Grade B.



Grade A.

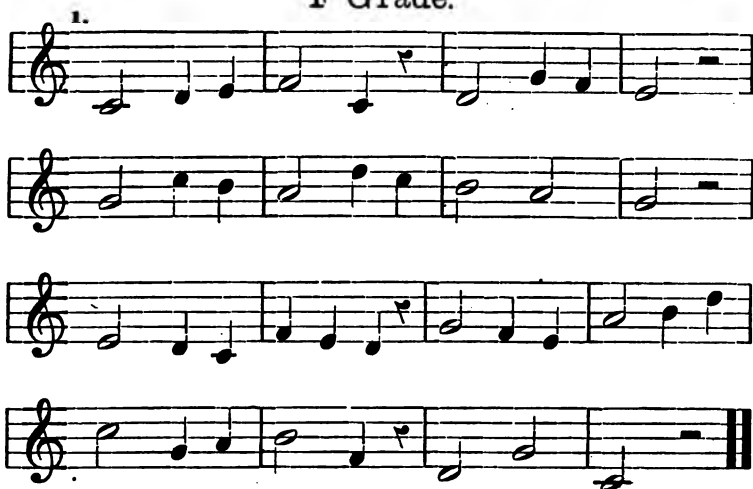


EXERCISES IN THE ORAL EXAMINATION.

G. Grade.



F Grade.



E Grade.



E Grade. Concluded.



D Grade.



C Grade.



C Grade. Continued.



C Grade. Concluded.



5. (C and B.)



B Grade.



B Grade. Continued.



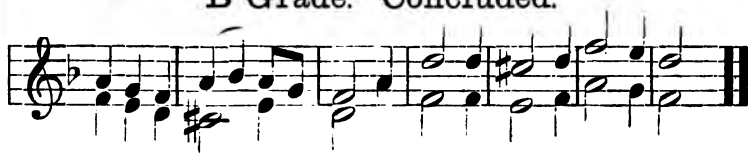
B Grade. Continued.



B Grade. Continued.



B Grade. Concluded.



A Grade.



A Grade. Continued.



A Grade. Continued.



A Grade. Concluded.

5. C. P. E. BACH.

The musical score is written for a single instrument, likely a harpsichord or spinet, in G major (one sharp) and 2/4 time. It consists of three systems of two staves each. The first system shows the beginning of the piece. The second system continues the melody and accompaniment. The third system concludes the piece with a double bar line. The notation includes various note values, rests, and a final cadence.

ANNUAL REPORT

OF THE

Cincinnati Normal School.

OFFICE OF THE NORMAL SCHOOL,
CINCINNATI, August 31, 1876, }

To the Normal School Committee:

GENTLEMEN—The Eighth Annual Report of the Cincinnati Normal School is herewith submitted:

STATISTICS.

Number of pupils remaining September 1, 1875, English...	20
Number of pupils remaining September 1, 1875, German..	8
Number of pupils entered during September session, English	30
Number of pupils entered during September session, German	11
Number of pupils entered during January session, English	5
Number of pupils entered during January session, German	4
Total enrollment for the year.....	78
 Number of pupils graduated June, 1876, English	 20
Number of pupils graduated June, 1876, German.....	11
Number of pupils withdrawn	4
Number of pupils remaining at close of year	43
 Total enrollment	 78
 Admitted on Diplomas from High Schools, English.....	 22
Admitted on Diplomas from High Schools, German.....	0

Admitted on Teachers' Certificates, English.....	7
Admitted on Teachers' Certificates, German.....	0
Admitted on Special Examinations, English.....	6
Admitted on Special Examinations, German	15
Total	50
 Average number enrolled	 54
Average number attending.....	53
Average age of pupils.....	19.2
Whole number graduated.....	31
Enrollment of children in Practice Department, English	325
Enrollment of children in Practice Department, German	86
Total Enrollment of children	411

It will be seen from the last item that the work done in the Normal School includes the entire charge of 411 children; thus saving to the city the salaries of several teachers in the Eighth District School.

Number graduated since organization of School.....	271
 Number of graduates who have taught since graduation in Cincinnati Public Schools	 234
Number of graduates who have not taught in Cincinnati Public Schools, but have taught elsewhere	21
Number awaiting appointment	12
Number still pursuing studies	1
Number who have not sought a teacher's position	3
Total	271
 Number of graduates now engaged in Cincinnati Public Schools	 204
Number now teaching elsewhere	19
Number awaiting appointment	12
Number deceased.....	5
Number who have not entered, or who have withdrawn from the profession.....	31
Total.....	271

I beg to call your attention to the fact that almost without exception the pupils you have graduated from the School have become teachers. A slight excess of graduates each year, over the requirements of the city, has

compelled a small number to seek positions outside. Of these, it is but just to state, that they have almost without exception sought positions in the city schools, and have accepted those outside only because they could not afford to wait in idleness for city appointments. They would gladly exchange their positions for places in Cincinnati, if they could secure them. I am confident no City Normal School as large as that of Cincinnati can show a better professional record of its graduates.

QUALIFICATIONS FOR ADMISSION.

The language of Rule 152 stating terms of admission to the Normal School, is as follows :

"Any person over seventeen years of age * * * * who shall have passed an examination satisfactory to the Committee on Normal School, shall be allowed to attend such Normal School."

Hitherto, your Committee has accepted the diplomas of the Cincinnati High Schools, or those of schools of equal standing, and Teachers' Certificates issued by the Cincinnati Board of Examiners, as evidences of qualification for admission. These conditions are found to be so broad as to admit a larger number of pupils than the city schools require to supply the annual deficit of teachers. It is true that a large school costs less per pupil than a small one, but while the city demands the services of the graduates of the Normal School, it should not send out a number greatly in excess of the city's needs. I therefore recommend that your Committee, in future, accept as the standard of qualification for admission, not less than a diploma from the High School, or an examination requiring *equivalent scholarship*. There is not sufficient reason why, from the large excess of candidates, the city should not make choice of the very best, to the exclusion of others, to fill the important position of teachers in its schools. I am certain that with these somewhat advanced requirements, a sufficient number of candidates will always present themselves. With such conditions there will no longer be any temptation to leave the High School before its course is finished,

to enter the Normal school. This applies to the English Department. It still seems necessary to make the standard for admission to the German Department somewhat lower than that for admission to the English.

On account of the excess of graduates over the demand for teachers to fill the vacancies in the schools the entire English June class was retained in the school, the June graduates being those of the December class only. I can not enough commend to you the excellent spirit of the class which, though quite as well qualified to receive the honors of the school as classes before it, cheerfully consented to remain until the Christmas vacation, thereby giving the graduates in the earlier classes opportunity to secure appointments free from their competition.

IN MEMORIAM.

Three of the graduates of the School have died during the year:

Miss HELEN DAGGETT was a member of the first class, and graduated in December, 1869. She was the third of her class to exchange her labors here for the the rewards of the world to come. She was employed in the Twentieth District School, from the time of her graduation until she was no longer able to perform her school duties on account of broken health, and died after a lingering illness.

Miss EMMA WELLMAN was a member of the class of December, 1870. She was a teacher from the time of her graduation until within a few days of her death, in the Twenty-fifth District School. She was a most faithful and conscientious teacher, and, stricken down suddenly in the midst of her duties, "ceased at once to work and live."

Miss ANNA L. DALE graduated in June, 1871, and was employed in the Eighteenth District School until the time of her death. She was a thoroughly excellent teacher, and a more touching sight is seldom seen than the real grief of a large class of pupils so suddenly bereaved in her death.

CLASS DIRECTORY—JUNE 27, 1876.

ENGLISH.

ANDERSON, SALLIE E.	- - -	172 Poplar street.
AUGUR, LOUISE B.	- - -	278 Race street.
BABBITT, MARY E.	- - -	230 Richmond street.
BROWN, ELLA	- - -	2 Hopkins street.
BUNKER, MARY T.	- - -	Carthage, O.
DONOVAN, HANNAH M.	- - -	334 W. Ninth street.
FRANKEN, BERTHA	- - -	476 Linn street.
HARDWAY, ANNA	- - -	378 W. Seventh street.
HAZARD, MINNIE	- - -	Warsaw Avenue, 21st Ward.
HOTCHKISS, ELLA	- - -	80 Mound street.
KOEHNKEN, EMILIE A.	- - -	14 Milton street.
LOYD, SARAH A.	- - -	233 Hopkins street.
MACK, CASSIE	- - -	656 W. Eighth street.
McKENISIE, ALICE MAUD	- - -	Delhi, Hamilton County.
MEYERROSE, SOPHIA	- - -	511 Sycamore street.
STARK, MARION W.	- - -	Aurora, Ind.
STRUBBE, CHARLOTTE C.	- - -	Oak Avenue, Mt. Auburn.
STRUNK, CHARLOTTE	- - -	23 Abigail street.
TALBOTT, LAURA B.	- - -	45 Clinton street.
WATTS, AMELIA SARA	- - -	111 Broadway.

GERMAN.

BISCHOFF, FRIEDA	- - -	Apple street, Cummins ville.
ECKELMANN, ADELAIDE C.	- - -	22 Milton street.
FULS, META	- - -	Vine street, Corryville.
MUELLER, MATHILDA D.	- - -	Delphos, O.
OESTERLE, LOUISA	- - -	542 Race street.
POSKE, ELIZABETH A.	- - -	231 Everett street.
REICH, JENNY	- - -	216 George street.
SCHELL, EMMA	- - -	542 Race street.
SCHWEICKERT, MATILDA D.	- - -	213 Linn street.
STADLER, MATHILDA	- - -	114 Dayton street.
WINTER, EMMA	- - -	622 Central Avenue.

I take pleasure in attesting the unvarying zeal and faithfulness of all my Associate Teachers, and commend them to your official consideration.

I am, most truly, yours,

DELIA A. LATHROP,

Principal of Normal School.

SYLLABUS

— OF —

COURSE OF STUDY IN NORMAL SCHOOL.

ENGLISH.

I. PEDAGOGIC.

1. HISTORY OF EDUCATION.

- a. Ancient Education, { Grecian.
Roman.
- b. Mediæval Education, { The Schoolmen.
Revivals of Learning.
Rise of Schools and Universities.
- c. Modern Education.
- | | | | | | | |
|----------------------|---|---|---|------------|---|---|
| Theorists, | { | Bacon.
Milton.
Montague.
Locke.
Rousseau.
Spencer. | { | Linguists, | { | Jesuits.
Ascham.
Sturm.
Ratich.
Jacotot.
Comenius. |
| Practical Educators, | { | | { | Realists, | { | Francke.
Basedow. |
| | | | | | { | Humanists, { Pestalozzi.
Froebel. |
- d. Review.
- Education in Germany.
Education in England.
Education in France.
Education in America.

2. SCHOOL MANAGEMENT.

A. School.

- | | |
|------------------|-------------|
| a. Definition. | b. Object. |
| c. Organization. | d. Seating. |
| e. Programme. | f. Records. |
| g. Promotion. | |

B. Employment.

- | | |
|----------------|----------------|
| a. Opening. | b. Study. |
| c. Recitation. | d. Recreation. |
| e. Privileges. | f. Recesses. |
| g. Dismissal. | |

C. Government.

- | | |
|-------------|-----------------|
| a. Nature. | b. Mode. |
| e. Rewards. | d. Punishments. |

D. Motives.

- | | |
|-------------|------------|
| a. Patrons. | b. Pupils. |
| c. Teacher. | |

E. Qualifications.

- | | |
|------------|--------------|
| a. Pupils. | b. Teachers. |
|------------|--------------|

F. Rights.

- | | |
|----------------------|------------------------|
| a. Patrons. | b. Committee. |
| c. Principal. | d. Associate Teachers. |
| e. Special Teachers. | f. Pupils. |
| g. Visitors. | |

G. Duties.

- | | |
|----------------------|------------------------|
| a. Patrons. | b. Committee. |
| c. Principal. | d. Associate Teachers. |
| e. Special Teachers. | f. Pupils. |
| g. Visitors. | h. Profession. |

H. Health.

- | | |
|-----------------|-----------------|
| a. Temperature. | b. Ventilation. |
| c. Light. | d. Cleanliness. |

I. Care of Teachers.

Teacher.

Pupils.

Moral Culture, Promptness, Obedience, Truthfulness, Neatness, etc.

- | | |
|-------------------|-----------------|
| a. Why necessary. | b. How secured. |
|-------------------|-----------------|

3. STATE SCHOOL LAW AND CITY SCHOOL REGULATIONS.

4. METHODS OF TEACHING.

- a. Reading and Spelling.
- b. Number, Weight, Size.
- c. Language, Composition.
- d. Place and Geography.
- e. Form and Color.
- f. Lessons on Plants and Minerals.
- g. Lessons on Animals and Human Body.
- h. Lessons on Miscellaneous Objects.
- i. Penmanship.
- j. Music.
- k. Drawing.

5. CRITICISM LESSONS.

6. TEACHING IN PRACTICE DEPARTMENT UNDER CRITIC TEACHERS.

II. MENTAL PHILOSOPHY.

III. ZOOLOGY.

IV. PHYSICAL GEOGRAPHY.

*A. The Earth as a Planet; Mathematical Geography.**B. Distributions of Land and Water.**C. Land.*

1. Surface.
2. Drainage.
3. Climate.
4. Productions.
5. Commerce.
6. Special Phenomena, Earthquakes, Volcanoes, Hot Springs, Glaciers.

D. Water.

1. Waves, Tides, Currents, and Icebergs.

2. Islands. { Continental.
Volcanic.
Coral.

E. Air.

1. Winds. { Land and sea breezes.
Trade-winds.
Monsoons.
Storms.

2. Clouds. { Vapor.
Dew.
Fog.
Rain.
Snow.
Hail.

V. PENMANSHIP.

PRACTICAL AND THEORETICAL.

- a. Book and Black-board exercises.
- b. Analysis and Criticism.
- c. Practical exercises with children.
- d. Study of business forms and business correspondence.

VI. DRAWING.

(*Two Lessons per Week.*)

SEPTEMBER TO JANUARY.

1. *Dictation Exercises.*

Free-hand construction of geometrical figures composed of straight lines, and combinations of the same into ornamental figures.

2. *Outlines of Organic Forms.*

Leaves (kinds of leaves), buds, flowers, kinds of flowers, fruit.

3. *Designing.*

Application of leaves, buds, flowers, etc., in ornamentation of given spaces, after being rendered conventional.

4. *Drawing from Memory.*

Previously drawn exercises and figures re-drawn from memory.

5. *Methods of Teaching.*

Analytic methods with particular reference to primary grades.

JANUARY TO JULY.

1. *Dictation Exercises.*

Free-hand construction of geometrical forms, composed of curves and circles, and combinations of such forms into ornamental figures.

2. *Designing — (Inventive Drawing).*

Same as in first session. Special attention given to methods of teaching Inventive Drawing in primary grades. Original designs which pupils produce must be clear and simple, in order to be available in the class-room.

3. *Objects from Nature.*

Leaves, buds, flowers, birds, insects, animals, etc. Particular attention given to characteristics of different animals.

4. *Memory Drawing.*

Objects applicable in object lessons.

5. *Perspective.*

Principles of linear perspective with reference to drawing from Nature.

VII. MUSIC.

THEORY AND PRACTICE.

- a. Time. Define time-tables in general use.
- b. Keys and Scales. Learn sharps and flats as signatures and accidentals. Read and write scales.
- c. Read each part of ordinary music at sight.
- d. Write exercises suitable for lower grades.
- e. Practical exercises with children.

GERMAN DEPARTMENT.

I. GERMAN LANGUAGE.

1. *Grammar*—"KEHR's Schuelerbuch," containing 50 select reading lessons, is in the hands of each pupil. All instruction in Grammar is based upon these pieces. Complete knowledge of Etymology and Syntax is required.
2. *Orthography*—Connected with Grammar.
3. *Reading and Literature*—HAILMANN's Classical Reader in use.
4. *Compositions*—Two compositions per week are marked and criticised by the teacher. Subjects are taken from Object Lessons, Pedagogics, Natural History, Natural Philosophy, Reading Lessons.

II. PEDAGOGICS.

- a. History of Pedagogics. DIRTES' History of Pedagogics in use.
- b. Theory and Practice in accordance with KEHR's "Praxis der Volksschule."
- c. Methods in each branch of primary instruction.

III. NATURAL PHILOSOPHY.—Lectures.

IV. NATURAL HISTORY.—Weekly Lectures in Botany and Zoology.

V. ANATOMY AND PHYSIOLOGY.—Lectures.

VI. GERMAN PENMANSHIP.

VII. DRAWING AND MUSIC are taught by special teachers, same as English course.

QUESTIONS SUBMITTED

TO THE VARIOUS

Grades of the High Schools

AT THE

ANNUAL EXAMINATIONS.

GRADE A.

GREEK.

1. Δεῦρ' ἴθι, νύμφα φίλη, ἵνα θέσκελα ἔργα ἴδῃαι
 Τρώων δ' ἱπποδάμων καὶ Ἀχαιῶν χαλκοχιτώνων
 Οἱ πρὶν ἐπ' ἀλλήλοισι φέρον πολύδακρυον Ἀρήα
 Ἐν πεδίῳ, δλοοῖο λικαιόμενοι πολέμοιο,
 Οἱ δὴ νῦν ἕεται σιγῇ—πόλεμος δὲ πέπανται—
 Ἀσπίσι κεκλιμένοι, παρὰ δ' ἔγχεα μακρὰ πέπηγεν.
 Ἀυτὰρ Ἀλέξανδρος καὶ Ἀρηΐφιλος Μενέλαος
 Μακρῆς ἐγχεῖσσι μαχέσονται περὶ σεῖο.

2. Name the roots of ἴθι, ἴδῃαι, ἕεται, κεκλιμένοι. Give the Attic forms for ἴδῃαι, ἕεται, δλοοῖο, ἐγχεῖσσι and μαχέσονται. Give force of πέπηγεν.

3. Τὸν δ' Ἑλένη μύθοισιν ἀμείβετο, διὰ γυναικῶν.
 Αἰδοῖός τε μοί ἐσσι, φίλε ἔκυρέ, δεινός τε
 Ὃς ὄφελεν θανάτος μοι ἀδεῖν καχός, ὅππότε δεῦρο
 Υἱέϊ σφ' ἐπόμεν, θάλαμον γνωτοὺς τε λιποῦσα,
 Παῖδά τε τηλυγέτην καὶ ὀμηλικὴν ἐρατεινήν.
 Ἀλλὰ τάγ' οὐκ ἐγένοντο· τὸ καὶ κλαίουσα τέτῃχα.

4. Scan the first and second lines of the third, stating any peculiarities. Give the other construction equivalent to *ᾠφελεν ἄδειν*. Give principal parts of *ἄδειν*. State the meaning of *τετρηχα*, and its peculiarity.

5. Ἡ ῥα, καὶ ἐς δίφρον ἄρνας θέτο ἰσόθεος φῶς·
 Ἄν δ' ἄρ' ἔβαν' αὐτός, κατὰ δ' ἦνια τείνεν ὀπίσσω·
 Πὰρ δέ οἱ Ἀντήνωρ περικαλλέα βήσατο δίφρον·
 Τὼ μὲν ἄρ' ἀψοῖροι προτὶ Ἰλιον ἀπονέοντο.

6. Give the equivalent in Attic for *ἦ*. Inflect *φῶς*. What force has *ἄν* in the fifth? What is the peculiarity of *βήσατο*? Give the composition of *ἀψοῖροι*.

7. Translate: But when they reached the beautiful house of her husband, her servants indeed turned aside to the loom, but she, the divine one of women, came to her high roofed bed chamber.

8. You have just come from the battle. O! that you had perished there, subdued by that mighty hero who was my former husband.

9. Give the Greek words and their meanings from which are derived *comedy*, *laidy*, *horoscope*, *parable*, *emporium*, *pedobaptist*, *catarrh*, *cathedral*, *metallurgy*, *adamant*.

10. Translate: Both of the ears of the slave were bored through, by which I knew that he was a Lydian.

LATIN — (College.)

1. Gnosius haec Rhadamanthus habet durissima regna,
 Castigatque auditque dolos subigitque fateri,
 Quae quis apud superos furto laetatus inani,
 Distulit in seram commissa piacula mortem,
 Continuo sonites ultrix accincta flagello
 Tisiphone quatit insultans, torvosque sinistra
 Intentans angues, vocat agmina saeva sororum.

2. Who was *Rhadamanthus*? Why called *Gnosius*? Who were associated with him? Who was *Tisiphone*? Who are referred to by *agmina saeva sororum*. Derivation of *furto* and *ultrix*?

3. Composition and principal parts of *subigit*, *distulit*, and *insultans*? Form a compound with *con* and *quatit*, and give the principal parts. What is meant by *apud superos*?

4. Muta jam istam mentem; mihi crede, obliviscere caedis atque incendiorum. Teneris undique; luce sunt clariora nobis tua consilia omnia, quae jam mecum licet recognoscas. Meministine me ante diem XII Kalendas Novembris dicere in senatu, fore in armis certo die C. Manlium, audaciae satellitem atque administrum tuae.
5. Give the other Latin construction for *caedis atque incendiorum*. Name the words with which *cum* may be an enclitic. Give the rule for the Subjunctive *recognoscas*.
6. Give all the parts in use of *mementi* and *fore*. Give the other way for expressing in Latin the thought *ante diem XII Kalendas Novembris*. Tell how to find the English date.
7. Qui mihi accubantes in conviviis, complexi mulieres impudicas, vino languidi, conferti cibo, sertis redimiti, unguentis obliti, debilitati stupris, eructant sermonibus suis caedem bonorum atque urbis incendia.
8. Give the principal parts of *accubantes*, *complexi*, *conferti*, and *redimiti*. Construction of *mihi*.
9. Give the Latin words with their meanings, from which are derived our English words *immaculate*, *extortion*, *secrete*, *malevolence*, and *decoction*.
10. Write in Latin: He said that it was owing to you that I was bereaved of my children.

LATIN — (Regular.)

1. Translate: Quod si ipsi haec neque attingere neque sensu nostro gustare possemus, tamen ea mirari deberemus, etiam cum in aliis videremus. Quis nostrum animo tam agresti ac duro fuit, ut Roscii morte nuper non commoveretur? qui cum esset senex mortuus, tamen propter excellentem artem ac venustatem videbatur omnino mori non debuisset. Ergo ille corporis motu tantum amorem sibi conciliarat a nobis omnibus; nos animorum incredibiles motas celeritatemque ingeniorum negligemus?
2. Change *ea mirari deberemus* to the impersonal construction. Compare *nuper* and *senex*. Give the derivation of *venustatem*. Give the other compounds of *lego* that form their perfects like *negligemus*.
3. Translate: Nactus est primum consules eos quorum alter res ad scribendum maximas, alter cum res gestas tum etiam studium atque aures adhibere posset. Statim Luculli, cum praetextatus etiam tum Archias esset, eum domum suam receperunt. Sic etiam hoc non solum ingenii ac literarum, verum etiam naturae atque virtutis, ut domus, quae hujus adolescentiae prima fuit, eadem esset familiarissima senectuti.

4. Give the principal parts of *nactus est*. Give the figure of speech in *aures*. Describe the *toga prætexta*; tell what classes wore it, and what other was assumed in its place. Give the government of *hoc*. Why is the first *esset* in the subjunctive?
5. Translate: *Utinam, Quirites, virorum fortium atque innocentium copiam tantam haberetis, ut hæc vobis deliberatio difficilis esset quemnam potissimum tantis rebus ac tanto bello præficiendum putaretis. Nunc vero cum sit unus Cn. Pompeius, qui non modo eorum hominum qui nunc sunt gloriam, sed etiam antiquitatis memoriam virtute superarit—quæ res est quæ cujusquam animum in hac causa dubium facere possit?*
6. Give the reason why *haberetis, esset, putaretis, sit* and *superarit* are in the subjunctive.
7. Give the principal parts of *sino, aufero, affero, lacezzo, refercio, sancio, gaudeo, veneo, faveo, ignosco*.
8. Mark the quantity of the penults of *verus, scelus, senatus, domus, qualis, optimus, natura, voces, doctrina, and bonus*.
9. Translate: Can, then, any one doubt that if you had been in Italy, you would have loved the emperor as much as your brothers did?
10. And when he stood at the tomb of Virgil, near Naples, he said: "O! fortunate Marcellus, since you found a Virgil as the herald of your virtues."

FRENCH.

1. Donnez une courte description des personnages du Misanthrope.
2. Quelle était la cause de la querelle entre Alceste et Oronte? Quel était le sujet du sonnet d'Oronte et que préférait Alceste à tous "ces colifichets dont le bon sens murmure?" Donnez les vers de la chanson.
3. Traduisez: What arrangement do they wish to make between us? Will the voices of these gentlemen compel me to pronounce good the verses which cause our quarrel? I do not retract what I have said of them, I find them poor.
4. Traduisez: There are many places where entire frankness would become ridiculous and be but little tolerated; at times, it is well to hide what is in our hearts.
5. Traduisez: Would it be proper and civil to tell a thousand people what you think of them? And when you hate any one, or when any one displeases you, must you say it to him as it is?
6. Traduisez: Ah! rien n'est comparable à mon amour extrême; Et, dans l'ardeur qu'il a de se montrer à tous, Il va jusqu'à former des souhaits contre vous. Oui, je voudrais qu'aucun ne vous trouvât aimable,

Que vous fussiez réduite en un sort misérable ;
 Que le ciel, en naissant, ne vous eût donné rien,
 Que vous n'eussiez ni rang ni naissance, ni bien.
 Afin que de mon coeur l'éclatant sacrifice
 Vous pût d'un pareil sort réparer l'injustice,
 Et que j'eusse la joie et la gloire un jour
 De vous voir tenir tout des mains de mon amour.

7. A quels temps et à quels modes sont les verbes soulignés dans la sixième question et dites aussi pourquoi ils appartiennent à ces modes.
- 8 and 9. Traduisez: Molière met en scène une de ces conversations des gens du monde, dont la médisance fait tous les frais: on y voit passés en revue et livrés au ridicule la foule des originaux qu'il n'a pu mettre au théâtre: le bavard, qui trouve toujours "L'art de ne nous rien dire avec de grands discours" le mystérieux, Qui vous jette en passant, un coup d'oeil égaré, Et, sans aucune affaire, est toujours affairé. De la moindre vétille il fait une merveille, Et, jusques au bonjour, il dit tout à l'oreille; le conteur ennuyeux dont tous les entretiens Ne sont que de chevaux, d'équipage et de chiens; la femme stupide qui ne sait rien dire dans les longues visites qu'elle fait. Et l'on demande l'heure, et l'on bâille vingt fois, Qu'elle grouille aussi peu qu'une pièce de bois, l'important vaniteux toujours gonflé de l'amour de lui-même, le sot enrichi, qui donne à déner et qui ne s'aperçoit pas que c'est à son cuisinier que l'on rend visite; le dédaigneux connaisseur, Qui veut voir des défauts à tout ce qu'on écrit, Et pense que louer n'est pas d'un bel esprit.
10. Traduisez: Corneille is known to us by name, and very little more. The loss is ours; one reason is perhaps, that no great poet ever produced so many works, which, though grand in parts, yet as a whole are faulty. But if those who open him for the first time limit their reading to his four masterpieces, the Cid, the Horace, the Cinna, and the Polyeucte, they will find themselves brought face to face with a spirit of heroic stamp.

SURVEYING.

1. Explain fully with figure the method of finding the area of a polygonal field by latitudes and departures.
2. Divide an irregular quadrangular field into two equal parts by a line running from a point in one side.

3. The lengths of two sides not adjacent are wanting in the field notes; supply the omissions.
4. Explain how to find the true meridian and the variation of the needle.
5. A and B are inaccessible points at unequal distances above the horizontal plane of the observer. Show how to determine A B.
6. How would you divide a triangle into five equivalent parts by lines parallel to the base.

CHEMISTRY.

1. Describe one test for As and one method of distinguishing it from Sb.
2. Describe the manufacture of sodium carbonate.
3. Name and give one use for each of the following: NaHO, KI, FeSO_4 , MnO_2 , ZnO, Ca_2ClO , Ca_2ClO , BaCl_2 , Sr_2NO_3 , Sb, $\text{K}_2\text{Cr}_2\text{O}_7$.
4. Define mordant and name two substances used for the purpose.
5. Give a concise description of the manufacture of glass.
6. The *mineral chameleon*; how made—why so called?
7. Describe the reduction of tin from ores.
8. Describe the blast furnace and the smelting of iron.
9. Difference between wrought iron, cast iron and steel, in composition and physical properties.
Describe the method of making BESSEMER and blistered steel.
10. Symbol for common alum; one use, and the method of making it.

ASTRONOMY.

1. Give a complete explanation of FOUCAULT's experiment.
2. Define Equinoxes, Solstices, Colures, Ecliptic, Equinoctial.
3. Describe the Transit Instrument, and give the uses.
4. Explain Atmospheric Refraction, and give three effects.
5. Illustrate and explain the method of determining the mean distance between the earth and the moon.
6. Which of the following years are leap-years: 2000, 1900, 4000, 2200, 2400.
7. The radius of the Earth's orbit being 90,000,000 miles, and one of Jupiter's years being equal to twelve of our years, required the radius of Jupiter's orbit?
8. Explain the "Precession of the Equinoxes."
9. Name and illustrate the "Conic Sections."
10. Give the main peculiarities of the Outer Group of Planets.

GEOLOGY.

1. What is the oldest formation in Ohio? Describe it in detail.
2. Define *anticlinal*, *fault*, *strike*, *stratum* and *layer*.
3. Define *cephalopod*, *brachiopod*, *acephal*, and illustrate each class by at least two examples, either living or fossil, from this vicinity.
4. Compare the life of the Devonian Age with that of the Carboniferous.
5. How does the plant life of the Paleozoic Age differ from that of the present time?
6. Distinguish between the modes of formation of limestones, sandstones and shales.
7. Give the constituents and qualities of granite, gneiss, syenite, hornblendic-gneiss and mica-schist.
8. Name the grand divisions of geologic time, the ages in each, and tell why they are so called.
9. Compare the paleozoic rocks of the Appalachian and interior continental regions, as to kinds and thickness, and account for the differences.
10. Explain the accumulation and formation of the coal measures.

NATURAL HISTORY.

1. Mention at least two examples from our rivers of a ganoid and of a telioist fish.
2. Classify and describe one of the common mussels of our rivers.
3. What constitutes the order Coleoptera? Name the three divisions, and give an example of each.
4. What is the larval and what the pupa states of insects? Illustrate by examples.
5. Mention the three most important differences between a spider and a true insect.
6. Name the classes of vertebrates and their distinguishing characteristics.
7. Give the distinguishing characteristics of raptores, scansores, rasores, cursores, natatores.
8. Compare the circulation in mammals with that in reptiles.
9. Compare the respiration of reptiles with that of fishes.
10. Name the classes of mollusks, and explain their differences.
11. Name and characterize the classes of articulates.
12. What are echinoderms? Describe three classes.
13. Classify the viper, toad, salamander, boa and alligator.

MENTAL PHILOSOPHY.

1. Define and illustrate Abstraction, Classification, and Generalization.
2. Explain the controversy between the Nominalists and Realists.
 - I. Argument of Nominalists.
 - II. Argument of Realists.
 - III. Show that the opposing parties were at one.
3. Define Imagination. Is it a simple or a complete faculty? Illustrate.
4. Give the laws which govern Investigation. Illustrate.
5. State the difference between resemblance and analogy. What is an act of judgment?
6. Mention the applications of reason.
7. What is the Will? Difference between Will and Desire.
8. Define First-Truths. State HUME's theory of Causation.
9. What is induction? Illustrate.
10. Define Sophisms. Name the various kinds.

CONSTITUTION.

1. State the three *powers* of the government, in what officers each is vested, and by whom and for what periods such officers are chosen.
2. In case of a failure in the electoral college to choose a President and Vice-president, state fully in what bodies and by what vote each is chosen.
3. State fully in what ways a bill may become a law without the signature of the President.
4. Distinguish between *original* and *appellate* jurisdiction; and state in what cases the Supreme Court shall have each.
5. What is "the writ of *habeas corpus*," what are its benefits, and when and by whom may its privileges be suspended?
6. In each house, what is the quorum necessary for transacting business; also in either for choosing a President or Vice-president?
7. State the two methods of proposing amendments to the constitution, and the rule for the adoption of either; also, the two plans of ratification and the rule for the adoption of either. How have amendments heretofore been proposed and ratified?
8. Distinguish between an *ex post facto* law and a *bill of attainder*, and state whether they may be passed, and why.
9. Mention ten specified powers of Congress and five prohibited to the States.

10. Excepting the XII and XIV articles, what is plainly the general object of the amendments to the Constitution? Specify in at least five particulars.

BOOK-KEEPING.

1. Complete the Journal and Ledger containing the following accounts, and close the books:—B. ALERT, Principal.
2. January 1, 1876. *Assets*:—Store, No. 1 York Street, valued at \$5,000, renting at \$100 per month. Lots 4 and 5 Smith's Subdivision of Mt. Auburn, each 50 feet front, valued at \$95 per front-foot. Nos. 860 and 861, \$1,000 Cincinnati Bonds, quoted at three per cent. premium, and \$1,800 cash. *Liabilities*:—I owe the Citizens' Bank, my note their favor for \$380.67, due February 1, 1876, and merchandise account of \$320 to M. SMITH & Co.
3. January 10. Was sued by M. SMITH & Co., and settled their claim on payment of the account and \$42.67 costs.
4. January 20. Sold lot 4, Mt. Auburn, at \$80 per front-foot, and my City Bonds at par, and deposited the proceeds and my balance of cash in the Citizens Bank.
5. January 31. Bought lots 3, 4, 6 and 8, C. KILGOUR's Subdivision of Mt. Lookout, each 50 feet front at \$20, and paid Check in the Citizens Bank; collected rent of store.

LITERATURE.

1. Give the plan of the Canterbury Tales.
2. What objects had SPENSER in writing the Faerie Queene?
3. What can you say of SPENSER's style?
4. Give the literal meaning of five of the principal characters in Faerie Queene.
5. In what has SHAKESPEARE excelled all other writers?
6. From what source did SHAKESPEARE obtain the plot of the play of Merchant of Venice—of Macbeth?
7. Give a short quotation from the play of Macbeth.
8. What was Lady Macbeth's character?
9. When was *Paradise Lost* published? In how many books? How does it begin? Why called an Epic?
10. Explain these passages:

"And live a coward in thine own esteem,
Letting *I dare not* wait upon *I would*."

"Come, seeling night,
Scarf up the tender eye of pitiful day."

"You lack the season of all natures, sleep."

"At least we'll die with harness on our back."

11. Give the argument of the first book of *Paradise Lost*.

12. Explain the illustrations in the following passages:

"That did'st inspire
That shepherd, who first taught the chosen seed."

"As bees
In springtime when the sun with Taurus rides."

"In bulk as huge
As when the fabled name of monstrous size,
Briareus, or Typhon, whom the den
By ancient Tarsus held."

13. Locate the following:

The quality of mercy is not strain'd;
It droppeth, as the gentle rain, from heaven
Upon the place beneath: it is twice bless'd;
It blesseth him that gives, and him that takes.

14. Compare the style of COWPER with that of WORDSWORTH.

Describe the stanza in which the "*Cotter's Saturday Night*" is written. What remarkable poems have been written in this stanza?

GERMAN.

1. Uebersetze in's Deutsche: The serviceableness of an army, like that of any other machine, depends above all, upon the ease and quickness of its movements. The soldiers of Cæsar attained a perfection rarely reached and probably never surpassed, in their readiness for immediate departure at any time, and in the rapidity of their marching.
2. Courage, of course, was valued above everything. Cæsar practiced with unrivalled mastery the art of stimulating martial emulation and the *esprit de corps*, so that the pre-eminence accorded to particular soldiers and divisions appeared even to those who were postponed as the necessary hierarchy of valor.
3. He weaned his men from fear, by not unfrequently—where it could be done without serious danger—keeping his soldiers in ignorance of an approaching conflict and allowing them to encounter the enemy unexpectedly.

- 4, 5, 6. Odyss. 9. 381-395, translated by CHAPMAN, to be translated into German:

"He cruelly answered: "O thou fool," said he,
 "To come so far and to importune me
 "With any god's fear, or observed love.
 "We Cyclops care not for your goat-fed Jove,
 "Nor other bless'd ones; we are better far.
 "To Jove himself dare I bid open war,
 "To thee, and all thy fellows, if I please.
 "But tell me, where is the ship, that by the seas
 "Hath brought thee hither? If far off or near,
 "Inform me quickly." These his temptings were,
 But I too much knew not to know his mind;
 And craft with craft paid, telling him the wind,
 Thrust up from him that shakes the shore,
 Had dash'd our ships against his rocks and tore
 Her ribs in pieces close upon his coast,
 And we from high wrack * saved, the rest were lost.

7. Übersetze in's Englische: Geflüster öffnet die Gasse.

Frisch, was zauberst Du?
 Dein Leben ist verwirrt, ich kann dich tödten;
 Und sieh, ich lege gnädig dein Geschick
 In deine eigene kunstgeübte Hand.
 Der kann nicht klagen über harten Spruch,
 Den man zum Meister seines Schicksals macht.

8. Du rühmst dich deines sichern Blicks. Wohlan!
 Hier gilt es, Schütze, deine Kunst zu zeigen;
 Das Ziel ist würdig, und der Preis ist groß!
 Das Schwarze treffen in der Scheibe, das
 Kann auch ein anderer; der ist mir der Meister
 Der seiner Kunst gewiß ist überall,
 Dem's Herz nicht in die Hand tritt, noch in's Auge.

9. Beschreibe den Tod des Kaisers Albrecht in deutscher Prosa.
 10. Erkläre in deutscher Sprache die folgenden Ausdrücke: Frohnvogt, Urfehde, Lehen, Heribann, Welschland.

* NOTE—He that shakes the shore is Poseidon or Neptune; wrack is obsolete for wreck.

GRADE B.

GREEK.

1. Πορευτέον δ' ἡμῖν τοὺς πρώτους σταδμοὺς ὡς ἂν δυνώμεθα μακροτάτους, ἵνα ὡς πλεῖστον ἀποσπασθῶμεν τοῦ βασιλικοῦ στρατεύματος· ἦν γὰρ ἀπαξ δύο ἢ τριῶν ἡμερῶν ὁδὸν ἀπόσχωμεν, οὐκέτι μὴ δύνηται βασιλεὺς ἡμᾶς καταλαβεῖν. ὀλίγῳ μὲν γὰρ στρατεύματι, οὐ τολμήσει ἐφέπεσθαι πολλὸν δ' ἔχων στόλον οὐ δυνήσεται ταχέως πορεύεσθαι. ἴσως δὲ καὶ τῶν ἐπιτηδείων σπανιεῖ. ταύτην, ἔφη, τὴν γνώμην ἔχω ἔγωγε.

2. Give the rule for the mode of ἀποσπασθῶμεν. Why not Optative? To what class of conditional sentences does “ἦν γὰρ καταλαβεῖν,” belong? Construction of στρατεύματος and ὁδόν?

3. Construction of στρατεύματι and ἐπιτηδείων? Derivation of σταδμούς and γνώμην? What is the force of the Participle ἔχων?

4. Ἐντεθύμῃμαι δ' ἔγωγε, ὦ ἄνδρες, καὶ τοῦτο ὅτι ὅποσοι μὲν μαστεύουσι ζῆν ἐκ παντὸς τρόπου ἐν τοῖς πολεμικοῖς, οὗτοι μὲν κακῶς τε καὶ αἰσχυρῶς ὡς ἐπὶ τὸ πολὺ ἀποθνήσκουσιν· ὅποσοι δὲ τὸν μὲν θάνατον ἐγνώκασιν πᾶσι κοινὸν εἶναι καὶ ἀναγκαῖον ἀνθρώποις, περὶ δὲ τοῦ καλῶς ἀποθνήσκειν ἀγωνίζονται, τούτους ὁρῶ μᾶλλον πῶς εἰς τὸ γῆρας ἀφικνομένους, καί, ἕως ἂν ζῶσιν, εὐδαιμονέστερον διάγοντας.

5. In ἀποθνήσκουσιν, ἐγνώκασιν, and ἀφικνομένους, give the pure root and the method of formation of the Present. Point out any peculiarity of form in ζῆν. Compare αἰσχυρῶς. When does ἕως take the Indicative and when the Subjunctive?

6. Name the Greek words from which are derived the following English words: Episcopalian, apostle, euphony, holocaust, practical.

7. Write in Greek: Let all who are brave mount their horses, take their javelins in their hands, and attack the enemy as quickly as possible.

8. Proceeding at sunset, I will march all the night as rapidly as possible, in order that I may fight the king early in the morning.

9. If the barbarians had not fled, Cyrus would have conquered in the battle. (Give the rule for the modes used in writing this sentence.)

10. If you remain here there will be treaties, but if you go away there will be war.

LATIN — (College.)

- Sacra mari colitur medio gratissima tellus
Nereidum matri et Neptuno Aegaeo,
Quam pius Arcitenens oras et litora circum
Errantem Mycono e celsa Gyaroque revenxit,
Immotamque coli dedit et contemnere ventos,
Huc feror; hæc fessos tuto placidissima portu
Accipit. Egressi veneramur Apollinis urbem
Rex Anius, rex idem hominum Phœbique sacerdos,
Vittis et sacra redimitus tempora lauro,
Occurrit; veterem Anchisen agnoscit amicum.
2. Explain the expressions "*Nereidum matri*" and "*Arcitenens*." Construction of *matri* and *tempora*. What would be used in prose in place of the infinitive *contemnere*?
3. Et nunc terga fuga nudant, nunc spicula vertunt
Infensi, facta pariter nunc pace feruntur.
Ut quondam Creta fertur Labyrinthus in alta
Parietibus textum caecis iter, ancipitemque
Mille viis habuisse dolum, qua signa sequendi
Falleret indeprensus et irremeabilis error;
Haud alio Teucrum nati vestigia cursu
Impediunt, texuntque fugas et proelia ludo,
Delphinum similes, qui per maria humida nando
Carpathium Libycumque secant luduntque per undas.
4. In what sense is *caecis* here used? Composition of *irremeabilis*. Construction of *falleret*? Explain the mode. Locate "*Mare Carpathium*" and "*Mare Libycum*."
5. Illa dolos dirumque nefas in pectore versat,
Certa mori, varioque irarum fluctuat æstu,

Non fugis hinc præceps, dum præcipitare potestas?
 Jam mare turbare trabibus sævasque videbis
 Collucere faces, jam fervere litora flammis,
 Si te his attigerit terris Aurora morantem,
 Eja age, rumpe moras. Varium et mutabile semper
 Femina.

6. What other construction besides *mori* might be used after *certa*? Give the construction of *præcipitare*; of *varium*. What figure of speech does *trabibus* illustrate? Scan the last complete line of the 5th.
7. "Quo tantum mihi dexter abis? Huc dirige gressum;
 Litus ama, et lævas stringat sine palmula cautes;
 Altum alii teneant;" Dixit; sed cæca Menœtes
 Saxa timens proram pelagi detorquet ad undas.
 Quo diversus abis? iterum, "Pete saxa, Menœte!"
 Cum clamore Gyas revocabat.
8. Give the construction of *mihi*. Why is *stringat* in the subjunctive? Parse *sine*. Name another word equivalent in meaning to *altum*. Inflect *pelagi*.
9. Write in Latin: Who can be so foolish as not to know that Dido, with her usual anger, never addressed Æneas without calling him a traitor? (*perfidus*.)
10. As the ships gained the sea, and the land no longer appeared to them, a dark rain-cloud stood above their heads, bringing with it darkness and tempest.

LATIN — (Regular.)

1. Illa manent immota locis neque ab ordine cedunt;
 Verum *eadem*, verso tenuis cum *cardine* ventus
 Impulit et teneras turbavit janua frondes,
 Nunquam deinde cavo *volitantia* prendere saxo,
 Nec revocare situs aut jungere carmina curat;
 Inconsulti abeunt, sedemque odere Sibyllae,
 Hic tibi ne qua morae fuerint *dispendia tanti*,
 Quamvis *increpient* socii, et *vi* cursus in altum
 Vela vocet possisque sinus implere secundos,
 Quim adeas vatem precibusque oracula *poscas*
 Ipsa *canat*, vocemque volens atque ora resolvat.
2. Construction of *eadem*, *cardine*, *tanti*, *vi* and *saxo*?
3. *Dispendia*, composition and literal meaning? *Volitantia* and *increpient* belong to what class of verbs? From what simple verbs are they formed? Explain the subjunctives *poscas* and *canat*.

4. "Ergo age, care pater, cervici imponere nostrae;
Ipse subibo humeris, nec me labor iste gravabit;
Quo res comque cadent, unum et commune periculum,
Una salus ambobus erit. Mihi parvus Iulus
Sit comes, et longe servet vestigia conjux.
Vos, famuli, quae dicam, animis, advertite vestris.
Est urbe egressis tumulus templumque vetustum
Desertae Cereris, juxtaque antiqua cupressus
Religione patrum multos servata per annos;
Hanc ex diverso sedem veniemus in uam,
Tu, genitor, cape sacra manu patriosque Penates;
Me bello e tanto digressum et caede recenti
Attrectare nefas, donec me flumine vivo
Abluero."
5. Give rules for the modes of *dicam*, *servet*, *abluero*. Govern and give rules for the cases of *humeris* and *ambobus*.
6. What would be the usual construction in place of *animis*? Name the figures used in "*quo res cumque cadent*." Govern *nefas*. Give the derivation of *comes* and *periculum*.
7. Scan the following lines and point out and name any figures of Prosody illustrated in them:
- Aedificant, sectaque intexunt abiecte costas.
Constitit atque oculis Phrygia agmina circumspectit.
Numquam deinde cavo volitantia prendere saxo.
Laedeam Hermionen Lacedaemoniosque hymenaeos.
8. Give the subject of Book II of the *Aeneid*; of Book III. What time was occupied in the events of each? Trace the route of *Aeneas* and his companions as it is given in the third Book.
9. Write in Latin: It is of great importance to me that I should see him and ask him what he means.
10. Cicero promised to consult the interest of his country and to be on guard against the enemy.

FRENCH.

1. Traduisez: Télémaque lui répondit: 'O vous, qui que vous soyez, mortelle ou déesse, quoi qu' à vous voir, on ne puisse vous prendre que pour une divinité, seriez-vous insensible au malheur d'un fils qui, cherchant son père à la merci des vents et des flots, a vu se briser son navire contre vos rochers?' "Quel est donc votre père que vous cherchez?" reprit la déesse. "Il se nomme Ulysse, dit Télémaque; c'est un des rois qui ont, après un siège de dix ans, renversé la fameuse Troie.

2. A quel temps est le verbe en italique dans la question précédente?
Donnez les cinq temps primitifs du verbe prouver et conjuguez en le Futur, le Passé défini et l'Indicatif Présent.
3. Traduisez: Is it not wiser to be silent than to speak too much?
4. Traduisez: The less one sows, the less he reaps.
The less I do, the less I gain.
5. Donnez cinq phrases dans lesquelles vous emploieriez "*de quoi*."
6. De quel genre est "*personne*?" Donnez des exemples.
7. Comment s'accorde le Participe Passé d'un verbe pronominal?
8. Traduisez: Assis sur les ruines de Palmyre je ne pus m'empêcher de réfléchir que telle avait été jadis l'activité des lieux que je contemplais; qui sait si sur les rives de la Seine, de la Tarnise ou du Zwiderzée, là où maintenant, dans le tourbillon de tant de jouissances, le cœur et les yeux ne peuvent suffire à la multitude des sensations; qui sait si un voyageur comme moi ne s'assiéra pas un jour sur de muettes ruines, et ne pleurera pas solitaire sur la cendre des peuples et la mémoire de leur grandeur.
- 9-10. After the insurrection in Paris, in the year 1588, when the Duke of Guise had driven the King from the city, the Duke wished to visit Mr. HARLEI, president of parliament. The latter was just taking a walk in his garden; but allowed himself to be disturbed so little by the Duke's arrival that he continued his walk to the end of an alley, and let his visitor follow him. When, finally, being obliged to turn around, he met the Duke and said to him: "It is a lamentable state of affairs when the servant drives the master away. As far as other matters are concerned my soul belongs to God, my heart to the King, and my body is in the power of the wicked; let them do with it what they will."

TRIGONOMETRY.

1. Given the distances between three objects, and the angles they subtend from a given point, find the distance of each from the given point.
2. In a plane triangle, prove that the sum of two sides is to their difference, as the tangent of $\frac{1}{2}$ the sum of the angles opposite them is to the tangent of $\frac{1}{2}$ their difference.
3. Prove:
$$\tan. a = \frac{\sin. 2a.}{1 + \cos. 2a.}$$
4. Show how to construct a table of logarithmic sines and cosines, and from them to find the log. tangents, secants and cosecants.

5. Given $5^x + 25^x = 12$. Find x .

$$\left. \begin{array}{l} \log. 2 = .301030 \\ \log. 3 = .477121 \end{array} \right\}$$

6. Compare the 8 functions of $90^\circ + A$ with those of $180^\circ + A$.

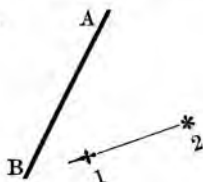
7. Prove: $\sin. (a + b) \sin. (a - b) = \sin.^2 a - \sin.^2 b$.

8. Prove: $\frac{\cos. a + \sin. a}{\cos. a - \sin. a} = \tan. 2a + \sec. 2a$.

PHYSICS.

1. Explain the construction and uses of the barometer.
2. Describe by diagram the action of the sucking and lifting pump.
3. Explain the action of the forcing pump.
4. Draw a syphon and explain.
5. Explain the origin and propagation of sound waves.
6. Explain the construction and action of the electrophorus. What kind of electricity is discharged from it?
7. Describe the Leyden jar and explain its action.
8. Explain the action of the electrical machine.
9. In what way do lightning-rods protect buildings?
10. Give the laws of the vibration of strings.
11. Give process of making a permanent magnet. How is it demagnetized?
12. Show by diagram the earth inclination and declination of the magnetic needle.
13. Draw and define a plan showing the combined action of a Morse telegraph and the relay instrument.

14.



$\angle E$

A B is a plane mirror.

1 2 is an object.

E is the point of the eye.

Locate the image.

GEOLOGY.

- 1 Define rock; mention five varieties and give at least one prominent characteristic of each.
- 2 What was the condition of the North American Continent during Azoic Time? Give its form, the nature of the rocks, and the evidences of organic life.

3. Mention three typical plants and two of the most characteristic animals of the Paleozoic Age and describe each.
4. If man has existed since the Champlain Period, how would you determine the age of the human race?
5. What are the two great mountain-making periods in the world's history? When were the present outlines of the North American continent completed?
6. What facts derived from Geology seem to favor "Evolution Theory?"
7. Explain the formation of "*peat beds*."
8. What are the divisions of the Tertiary Age, and why so called?
9. Describe and account for the Drift.
10. What were the boundaries of the North American continent at the opening of Mesozoic time?
11. When did Mammalian life begin? and in what forms?
12. Name the characteristic fossils of Mesozoic time. Where in the United States are the Tertiary rocks at the surface?

BOTANY.

1. Name and define three kinds of woody stems met with in the vegetable world. Give an example of each.
2. How do stamens differ in respect to length? What is meant by a sessile anther?
3. Describe the parts which form the fruit of a gooseberry, and explain in what respect it differs from the grape.
4. Describe the fruit of the oak, of the strawberry, of the pine apple, of the fig-tree.
5. What is meant by an exalbuminous seed? by an albuminous seed? Describe the embryo of a cocoanut, and of the grain of oats.
6. What is meant by flowerless plant? Describe the ordinary fructification of ferns.
7. Give minute descriptions of fusiform and moniliform roots.
8. Define the terms *oval*, *auriculate*, *mucronate*, *denticulate*, *bipinnate*.
9. Define *regular flower*, *perfect flower*, and also one that is *symmetrical* and *papilionaceous*.
10. What are the characteristics of the *exogens*?
11. Give the characters representing a perfect flower; a woody deciduous vine. Describe their meaning.
12. Describe from memory *one* of the following: *red clover*, *dandelion*, *wake-robin*.

ENGLISH LITERATURE.

1. What was the first educational work written in English? Give the general characteristics of the author as a writer.
2. Mention three writers contemporary with Sir PHILIP SIDNEY. Give a short account of the principal work of each.
3. Who is regarded as the father of English poetry? Why?
4. Give the leading differences between the dramas of SHAKESPEARE and those of JONSON.
5. Name five of the principal works of JOHN MILTON. Describe one of his principal works.
6. Scan the following lines, and mention the poem in which they occur:—

Oft seek to sweet retired solitude
Where with her best nurse, contemplation,
She plumes her feathers, and lets grow her wings,
That in the various bustle of resort
Were all too ruffled, and sometimes impaired.
7. What are the characteristics of Goldsmith's Deserted Village?
8. Explain the following lines, and give the author:

"Thee the voice, the dance, obey,
Temper'd to thy warbled lay.
O'er Idalia's velvet-green
The rosy-crowned Loves are seen
On Cytherea's day
With antic Sports, and blue-eyed Pleasures,
Frisking light in frolic measures."
9. What two eminent divines lived between the years 1553 and 1677? Mention a work of each.
10. What do you understand by the Classical School of writers?

GERMAN.

- 1—4. Translate into English: page 78, from WILHELM TELL, Act IV., Scene II.

Altinghausen. Der Adel steigt von seinen alten Burgen
Und schwört den Städten seinen Bürgereid;
Im Aargau schon, im Thurgau hat's begonnen,
Die edle Bern erhebt ihr herrschend Haupt,
Freiburg ist eine sichere Burg der Freien,
Die rege Zürich waffnet ihre Zünfte

Zum kriegeriſchen Heer—es bricht die Macht
 Der Könige, ſich an ihren ew'gen Wällen—
 (Er ſpricht das Folgende mit dem Ton eines Seherſ—
 ſeine Rede ſteigt biß zur Begeiſterung.)

Die Fürſten ſeh' ich und die edeln Herrn
 In Harniſchen herangezogen kommen,
 Ein harmloß Volk von Hirten zu bekriegen.
 Auf Tod und Leben wird gekämpft, und herrlich
 Wird mancher Paß durch blutige Entſcheidung,
 Der Landmann ſtürzt ſich mit der nackten Bruſt,
 Ein freies Opfer, in die Schaar der Lanzen!
 Er bricht ſie, und des Abels Blüthe fällt,
 Es hebt die Freiheit ſiegend ihre Fahne.
 (Walthſer Fürſts und Stauffacher's Hände faſſend.)

D'rum haltet feſt zuſammen—feſt und ewig—
 Kein Ort der Freiheit ſei dem andern fremd—
 Hochwachten ſtellet auß auf euren Bergen,
 Daß ſich der Bund zum Bunde raſch verſammle—
 Seid einig—einig—einig—

Translate into German :

5. From THOMAS JEFFERSON's letter to PETER CARR, dated Paris, August 19, 1785.
 If ever you find yourself environed with difficulties and perplexing circumstances, out of which you are at a loss how to extricate yourself, do what is right and be assured that that will extricate you the best out of the worst situations.
6. Though you cannot see, when you take a step, what will be the next, yet follow truth, justice and plain dealing and never fear their leading you out of the labyrinth in the easiest manner possible.
7. The knot which you thought a Gordian one, will untie itself before you. Nothing is so mistaken as the supposition, that a person is to extricate himself from a difficulty by intrigue, by dissimulation, by an untruth, by an injustice.
8. This increases the difficulties tenfold, and those, who pursue these methods, get themselves so involved at length, that they can turn no way but their infamy becomes more exposed.
9. It is of great importance to set a resolution not to be shaken, never to tell an untruth.
10. Analyze the translation of second sentence in No. 7.
 Set a resolution: einen Entschluß faſſen; to shake: erſchüttern.

GRADE C.

GREEK.

1. Define the terms *oxytone*, *paroxytone*, *proparoxytone*, *perispomenon*, *properispomenon* and *barytone*, as applied to Greek accent.
2. Inflect with the article the Greek word for *lioness*.
3. Inflect the Greek for *the friendly night*.
4. Write in Greek: I see the beautiful daughters in company with the good fathers."
5. Compare ἀγαθός, ἄξιος, μέλας, ἡδύς and ὀλίγος.
6. Write in Greek: "I saw the judge himself with the same man in this city."
7. Inflect πᾶς in the singular.
8. Give the synopsis of *κελεύω* in the First Aorist Active, and the inflection of the Imperative of the same tense.
9. Write in Greek: (1) I have esteemed. (2) If I may have ordered. (3) They will loose. (4) Be ye esteeming. (5) I might be ordering.
10. Translate into English: (1) Λύοιμι ἄν. (2) Τῖσον. (3) Κελεύσομεν. (4) Κελεύσασθαι ἄν. (5) Ἐάν λύης.

LATIN — (College.)

1. State some grammatical peculiarity in each of the following nouns: *finis*, *lucus*, *locus*, *mons*, *dies*, *hiberna*, *noctu*, *castrum* *copia* and *vis*.
2. Translate: Quibus abscissis, antennæ necessario concidebant, ut cum omnis Gallicis navibus spes in velis armamentisque consisteret, his ereptis, omnis usus navium uno tempore eriperetur. Reliquum erat certamen positum in virtute, qua nostri milites facile superabant, atque eo magis, quod in conspectu Cæsaris atque omnis exercitus res gerebatur, ut nullum paulo fortius factum latere posset.
3. Give the principal parts of *abscissis*, *concidebant*, and *latere*. Why are *consisteret* and *eriperetur* in the subjunctive?

4. Inflect *spes*. What is the force of the clause "his ereptis?" Give the principle for the government of *eo* and *paulo*. State the distinction between the synonymous words *exercitus*, *acies*, *agmen*.
5. Translate: Quum ab his quaereret, quae civitates quantaque in armis essent et quid in bello possent, sic reperiebat: Plerosque Belgas esse ortos ab Germanis, Rhenumque antiquitus transductos propter loci fertilitatem ibi consedissee, Gallosque, qui ea loca incolerent, expulisse, solosque esse, qui patrum nostrorum memoria, omni Gallia vexata, Teutones Cimbrosque intra fines suos ingredi prohibuerint.
6. Give construction of subjunctives in the above.
7. Write from "plerosque" to the end of the passage in direct narration.
8. Write in Latin: I will not refuse to help you if it be necessary.
9. Nothing will hinder me from coming to you whether my master is willing or not.
10. Can it be denied that Caesar, such was his valor, was within a very little of conquering all Gaul by land and sea?

LATIN — (Regular.)

1. Translate: Docebat etiam, quam veteres quamque justae causae necessitudinis ipsis cum Aeduis intercederent: quae senatus consulta, quoties quamque honorifica, in eos facta essent: ut omni tempore totius Galliae principatum Aedui tenuissent, prius etiam quam nostram amicitiam appetissent. Populi Romani hanc esse consuetudinem, ut socios atque amicos non modo sui nihil deperdere, sed gratia, dignitate, honore auctiores velit esse; quod vero ad amicitiam populi Romani attulissent, id iis eripi quis pati posset? Postulavit deinde eadem, quae legatis in mandatis dederat; "Ne aut Aeduis aut eorum sociis bellum inferret; obsides redderet; si nullam partem Germanorum domum remittere posset, at ne quos amplius Rhenum transire pateretur."
2. Explain the mode of *velit*, of *posset* (pati posset,) of *inferret*, of *posset* (remittere posset,) and of *eripi*.
3. Explain the genitives in this passage. State the difference between a subjective and an objective genitive. Illustrate by an example.
4. How is a supposition contrary to fact expressed in Latin? State one case in which a relative clause requires the Subjunctive. Compare *acer*. Form an adverb from it and compare it. Give an example of the use of a supine.
5. Give the derivation of *longitudo*, *vinculum*, *Romanus*, *orationem* and *conventus*, and the meaning of the terminations. Give English derivations from each.

6. Translate: Hostes ubi et de expugnando oppido et de flumine transeundo spem se fefellisse intellexerunt, neque nostros in locum iniquiorem *progredi* pugnandi causa viderunt, atque ipsos res frumentaria deficere cepit, concilio convocato constituerunt optimum esse, *domum* suam quemque *reverti*, ut, quorum in fines primum Romani exercitum *introducissent*, ad eos defendendos undique *convenirent*, ut potius in suis quam in alienis finibus decertarent, et domesticis copiis rei frumentariae uterentur.
7. Govern and give rules for modes of *reverti*, *introducissent*, *convenirent*.
Govern and give rules for forms of *domum*, *progredi*.
8. Translate: Ad haec Caesar respondit; se magis consuetudine sua quam merito eorum civitatem conservaturum, si prius quam murum aries attigisset se dedidissent; sed deditionis nullam esse conditionem, nisi armis traditis; se id, quod in Nervii fecisset, facturum finitimisque imperaturum, ne quam dedititiis populi Romani injuriam inferrent.
9. Change the oblique narration in the last selection to direct narration.
10. How does it happen that they inquired of us whether we did not think that the rational faculty should command the heart?

FRENCH.

1. Conjuguez le Passé défini du verbe *Venir*, l'Indicatif Présent du verbe *S'asseoir*, le Futur du verbe *Cueillir*, le Passé défini du verbe *Absoudre* et le Subjonctif Présent du verbe *Valoir*.
2. Donnez les cinq temps primitifs des verbes *Croire*, *Croître*, *Se plaire*, *Cacher*, *Coudre*.
3. Conjuguez le Passé Indéfini des verbes *Arriver*, *aller*, *mourir*, *connaître*, *se servir*.
4. When two personal pronouns occur, one direct and the other indirect, which is placed first? Give rules, with examples.
5. What are the different meanings of *en*? of *y*?
6. Translate: I am glad you came; it is what I wanted, for I must speak to you.
7. Translate: He has hurt his hand very much.
My head aches.
His head ached all night.
I broke my finger.
You did not hurt me.
8. Translate: Il le mena dans une grande campagne, où, après avoir feint de mesurer la terre avec un long bâton, il le ficha en terre, et lui dit: "Voilà justement le milieu du monde." "Comment me le prouverez-vous!" "Parbleu, monsieur, faites le mesurer; et s'il en manque une ligne, je consens à perdre la vie.

9. The Romans having begged the Athenians to communicate Solon's laws to them, the Areopagus assembled; and after having deliberated a long time, it was resolved to send to Rome one of the wise men of Greece to know if the Romans were worthy, by their wisdom, to have these laws; with order, if they were not, to bring them back without communicating them.
10. CHARLEMAGNE visited the schools and encouraged the pupils: "Study," said he, "do not lose the opportunity of learning, to prepare happiness for yourselves; apply yourselves, I shall not forget, I shall not fail to reward you, and show you my esteem."

GEOMETRY.

1. Given the middle points of the sides of a triangle; construct.
2. Prove that the bisectors of the angles of a triangle meet in one point.
3. Draw a circle with a given radius, tangent to a given line and passing through a given point.
4. If two circumferences cut each other, and from either point of intersection a diameter is drawn in each, the extremities of these diameters and the other point of intersection are in the same straight line.
5. If two isosceles triangles have a common base, the straight line joining their vertices will bisect the base at right angles.
6. If the straight line bisecting the angle exterior to the vertical angle of a triangle is parallel to the base, the triangle is isosceles.
7. If from one extremity of the base of an isosceles triangle a perpendicular to the opposite side is drawn, show that the angle included between the perpendicular and the base is equal to half the vertical angle.
8. Construct a right-angled triangle, having the hypotenuse and the perpendicular from the right angle to the hypotenuse.

RHETORIC.

Answer any ten, but no more, of the following thirteen questions. Number your answers consecutively.

1. Define *Diction*, *National use*, *Barbarism*, *Provincialism* and give four ways in which a word may be naturalized, illustrating each way with an appropriate word.
2. Give two rules relating to *Unity*, and three relating to *Clearness*.
3. Outline the subject of *Precision*, and explain the difference between *Tautology* and *Pleonasm*, *Tautology* and *Verbosity*, and *Pleonasm* and *Verbosity*.

4. Point out *two* different figures in the following:

“Good name, in man and woman, dear my lord,
Is the immediate jewel of their souls.
Who steals my purse, steals trash.”

5. Point out *four* different figures in the following:

“Such souls,
Whose sudden visitations daze the world,
Vanish like lightning, but they leave behind
A voice that, in the distance far away,
Wakens the slumbering ages.”

6. Name the different kinds of poetry, define any two, and name a poem in illustration of each of the two.

7. Define *sonnet*, *stanza*, and *rhythm*.

- 1 “O Winter? ruler of the inverted year,
- 2 Thy scatter’d hair with sleet like ashes fill’d,
- 3 Thy breath concealed upon thy lips, thy cheeks
- 4 Fring’d with a beard made white with other shows
- 5 Than those of age, thy forehead wrapp’d in clouds,
- 6 A leafy branch thy spectre, and thy throne
- 7 A sliding car,
- 8 I love thee, all unlovely as thou seam’st
- 9 And dreaded as thou art! Thou hold’st the sun
- 10 A pris’ner in the yet undawning east,
- 11 Short’ning his journey between moon and noon,
- 12 And hurrying him, impatient of his stay,
- 13 Down to the rosy west; but kindly still
- 14 Compensating his loss with added hours
- 15 Of social converse and instructive ease.”

8. Copy the first two lines above, marking the scansion.

Describe the metre fully but briefly.

9. Point out and name five different figures in this extract. Refer to word and line.
10. In all there have been six errors made in lines 3, 4, 6 and 8, by changing words or single letters. Correct at least five of these errors so as to make good sense.
11. What is the propriety, and what are the facts referred to, in saying that ‘winter holds the sun in the east and shortens his journey’? Explain the general idea in lines 13–15.
To whom does “impatient” belong in 12th? How do you decide?

"The best speculation the market holds forth
To an enlightened lover of pelf,
Is to buy Tommy up at the price he is worth,
And sell him at that he puts on himself."

12. Copy the first two lines above and mark the scansion. What is the prevailing foot? What kind of lines are they? What precise term is applied to four lines thus connected? What can you say in regard to the perfection of the rhymes?

"The author of this epigram apparently suspected it would affect a change in the facial impression of those whom he narrated it to. But Tommy was unfortunately so mightily fortified in his deceit that he failed to induce any alteration entirely in his appearance which showed."

13. In reference to Propriety, Precision, and the rules relating to the construction of sentences, make *ten* well-deserved criticisms upon the above. Let your criticisms be clear.
Re-write the paragraph as you think it should be.

PHYSICAL GEOGRAPHY.

1. Explain the relation of longitude of time.
2. Show by diagram, the principle of Artesian Wells.
3. What changes are produced by the transportation and deposit of material by rivers?
4. What are the main causes and direction of ocean currents?
5. What effect have winds and marine currents upon climate?
6. Explain the relation of the length of the coast line of a country to its civilization.
7. What is a volcano? Locate the volcanic zones.
8. Give the drainage system of North America.
9. Explain and locate the wind zones. Diagram required.
10. What are glaciers? How are they formed?

HISTORY.

1. Name the independent nations of Europe at the opening of the sixteenth century.
2. What was the character of the reign of Henry VIII?
3. When was the Edict of Nantes issued, by whom, and what did it secure?
4. What was the character of Elizabeth?

5. By what treaty was the Thirty Years' War terminated, and what was the condition of the German States at that time.
6. Name three prominent acts of Oliver Cromwell.
7. Give an account of the Revolution of 1688.
8. What was the character of the reign of Louis XIV?
9. What were the causes of the Seven Years' War?
10. Name three important events that occurred in France in 1802, the year of peace.

GERMAN.

1. Translate: Viel ist von den Philosophen gestritten worden, ob alle Versprechen gehalten werden müßten oder nicht. Die Zeit möchte fehlen, wenn du die Beispiele prüfen wolltest, deren sie sich in diesen Verhandlungen bedient haben.
2. Aber vielleicht ist es nicht unnütz, einige an diesem Orte zu erwähnen. Es habe dir jemand ein vortreffliches Heilmittel gegen eine Krankheit gegeben, aber mit der Bedingung, daß du später ohne sein Wissen dasselbe Mittel niemals wieder gebrauchest, und du habest dies versprochen.
3. Wenn nun bald nachher der andere gestorben wäre und du wiederum dieselbe Krankheit hättest, würde es dir erlaubt sein, von dem Versprechen abzuweichen und jenes Mittel zu gebrauchen?
4. Vielleicht sagt jemand: Wer trüge Bedenken, dies zu bejahen? Wenn der andere noch lebte und man ihm die Sache anzeigen könnte, so wäre es Pflicht, dies zu thun.
5. Aber wenn er gestorben ist, so möchte es keineswegs gegen die Pflicht sein für seine Gesundheit und sein Leben zu sorgen. Denn was wäre dem Todten daran gelegen, ob er jenes wisse oder nicht?
Bedenken tragen: to hesitate; bejahen is derived from ja; Verhandlung: discussion.
6. In questions 1-6 the subjunctive mode occurs frequently; account for it in 10 cases which you may select.
7. Analyze the sentence contained in No. 2.
8. Translate: It might be doubted whether such promises must be kept, as will destroy those to whom they are made. If any one, being in full possession of his mental powers, had left a sword with you and, after becoming a madman, asked for it again, would you think that you had to return it because you promised to do so?
9. Apollo had* promised to Phaëton that he would do what the latter would wish (him to do). The youth was placed on his father's chariot and perished miserably. It would certainly have been better had Apollo not kept his promise.

10. Neptune had promised to Theseus that he would grant him whatever he wished for. Theseus chose the death of Hippolytus, his own son, whom he believed to be a criminal. Neptune probably knew the youth to be innocent and might have preserved Theseus from great sorrow, had he not kept his promise. To doubt: bezweifeln; a madman: ein Wahnsinniger; to place: setzen.

D CLASS, ADVANCED.

1. Wandle ab: höherer Berg, ein besseres Land, der schärfste Stachel.
2. Wie wird die zweite Person der Einzahl der Befehlsform in der alten Conjugation gebildet? Geb fünf Beispiele.
3. Bilde transitive Zeitwörter von den folgenden intransitiven: sinken, fallen, trinken, sitzen, verschwinden, und brauche sie in Sätzen.
4. Was ist eine indirekte Frage? Geb ein Beispiel.
5. Welche Veränderung wird vorgenommen, wenn direkte Rede zur indirekten gemacht wird.
6. Uebersetze die folgenden englischen Ausdrücke in's Deutsche: 1. At the battle of Marengo; 2. From experience; 3. In broad day-light; 4. Not until day-break; 5. It makes no difference.
7. Uebersetze in's Deutsche, ohne relatives Fürwort zu brauchen: Alexander asked his friends standing about his death-bed, if they thought they could find a king like him.
8. Analysire die Uebersetzung des englischen Satzes in No. 7.
9. Uebersetze in's Deutsche: There stood the Catskill Mountains—there flowed the silver Hudson at a distance—there was every hill and dale precisely as it had always been; Rip Van Winkle was sorely perplexed. "That flagon last night," thought he, "has addled my poor head sadly!"
It was with some difficulty that he found the way to his own house, which he approached in silent awe, expecting every moment to hear the shrill voice of Dame Van Winkle.
10. Uebersetze in's Englische: Wer arbeiten will, der findet immer Brod. Dem fleißigen Manne schaut der Hunger wohl in das Haus, hinein aber wagt er sich nicht. Die Arbeitsamkeit ist des Glückes Mutter, und dem Fleißigen schenkt Gott Alles. Ein Heute ist mehr werth als zwei Morgen. Greif die Arbeit rüstig an, denn in Handschuhen fängt die Katze keine Mäuse.

GRADE D.

LATIN.

1. Give with meanings, an English word derived from *aperire, ponere, auris, tenere, volo*; also the Latin from which we derive *legal, perennial, expert, adjacent, relative*.
2. Translate; My father pities the youth. Can he leap over an embankment five feet high?
3. Translate: Tunc Faustulus necessitate compulsus indicavit Romulo quis esset ejus avus, quae mater. Why is *esset* in the subjunctive? Why is *ejus* used and not *suus*? Give the principal parts of *compulsus*.
4. Translate: Hic ego, inquit, porto bellum pacemque; utrum placet sumite. Poenis "bellum," succelamantibus Fabius, excussa toga, bellum se dare dixit. Poeni accipere se responderunt et quo acciperent animo, eodem se gesturos.
Case of "*bellum*?" Rule? Decline *Fabius*. Give rule for gender, and the genitive plural of *pacem*.
5. Case of *toga*, and rule. Gender of *utrum*, and why? Principal parts of *sumite*. Explain the construction of each of the last three words: (*eodem se gesturos*.)
6. Translate: Leges quoque plurimas et utiles tulit Numa. Ut vero majorem institutis suis auctoritatem conciliaret, simulavit sibi cum dea Egeria esse colloquia nocturna, ejusque monitu se omnia, quae ageret, facere. Lucus erat, quem medium fons perenni rigabat aqua; eo saepe Numa sine arbitris se inferebat, velut ad congressum deae; ita omnium animos ea pietate imbuit, ut fides et *jusjurandum* non minus quam legum et poenarum metus cives continerent. Bellum quidem nullum gessit, sed non minus civitati profuit quam Romulus.
7. Parse italicized words in above.
8. Translate: Lacedaemonii Xanthippum virum belli peritissimum Carthaginiensibus miserunt, a quo Regulus victus est ultima pernicie; duo tantum millia hominum ex omni Romano exercitu remanserunt; Regulus ipse captus, et in carcerem conjectus est. Deinde Romam de permutandis captivis, dato *jurejurando*, missus est, ut, si non impetrasset, rediret ipse Carthaginem.

9. Give case and rule for italicized words in above.
10. Translate: 1. Remus *sui* oblitus est.
 2. Numo vir incl^yta *justitia* erat.
 3. Opus *praesidiis* Romanis erat.
 4. Porsena urbem quinque *diebus* capiet.
 5. Pristina clades *Fabium* alium belli *rationem* docuit.
11. Give case and rule for italicized words in above.
12. Write in Latin: The Salii had to carry shields through the city.
13. Rejoicing in their victory, the Romans erected a statue to Horatius.

ALGEBRA.

1. $\frac{1}{2} \left\{ \frac{2}{3} [\frac{2}{3} (x - 25) - 25] - 25 \right\} = \frac{1}{5} x$. Required the value of x .
2. Extract the square root of $4a - 12a^{\frac{1}{2}}b^{\frac{1}{2}} + 9b^{\frac{1}{2}} + 16a^{\frac{1}{2}}c^{\frac{1}{2}} - 24b^{\frac{1}{2}}c^{\frac{1}{2}} + 16c^{\frac{1}{2}}$.
3. Divide the number 116 into four parts, such that if the first be increased by 5, the second diminished by 4, the third multiplied by 3, and the fourth divided by 2, the result in each case shall be the same.
4. A person has $\frac{c}{d}$ hours of spare time; how far can he ride in a coach which travels $\frac{b}{d}$ miles an hour, so as to return in time, walking back at the rate of $\frac{d}{d}$ miles an hour?
5. $\frac{1}{x} + \frac{1}{y} = \frac{8}{15}$; $\frac{1}{y} + \frac{1}{z} = \frac{12}{35}$; $\frac{1}{x} + \frac{1}{z} = \frac{10}{21}$.
 Required x , y , and z .
6. Find the G. C. D. of $2x^3 + (2m - q)x^2 - (9m + 6)x + 27$ and $2x^2 - 13x + 18$ by division.
7. $\frac{3}{1 - 2x} - \frac{7}{1 + 2x} + \frac{4 - 20x}{4x^2 - 1} = ?$
8. A person bought a quantity of calico for \$6.75. After using 4 yards he sold $\frac{1}{4}$ of the remainder at prime cost for \$1.00. How many yards did he buy?
9. $(3a^{-2} - \frac{1}{2}a^2)^5 = ?$
10. A person is engaged for 19 days. For each day that he works he receives \$1.50 and his board. For each day that he is absent he pays 75 cents for his board. He received on settlement \$15. How many days did he work?

HISTORY.

1. What was the origin of the Romance Nations? Name the principal Romance Languages.
2. Describe the rise of the Mahometan power. What was the greatest extent of the Empire? When and by whom was the Mahometan power in the West destroyed? In the East?
3. What was the cause of the Hundred Years' War? Which kings took the most active part in this war? Locate four most important battles. How were the two countries affected by this war?
4. When and by whom was gunpowder invented?
When and by whom was printing invented?
What changes were produced by these inventions?
5. For what was the family of the Medici distinguished? Who was Chaucer? Wickliffe?
6. Name the Teutonic tribes who settled within the Western Roman Empire during the fifth century, and tell where each settlement was made.
7. Name five battles which decided important questions in European History; giving the parties engaged, and the questions decided in each.
8. Name the different conquests of Great Britain; tell which was the most important and why.
9. What were the effects of the Crusades?
10. Explain the Hanseatic and Lombard leagues.

PHYSIOLOGY.

1. Name the nerves of special sense. What is the use of the iris of the eye?
2. Describe the heart. Trace the course of the blood in the circulation.
3. How do the arteries differ from the veins?
4. How is animal heat produced and regulated? What kinds of food produce most heat?
5. Name three ways in which the blood is purified. What is necessary to secure good digestion?
6. Give the conditions for the healthy action of the brain.
7. Name the different sets of organs contained in the repairing system, with the principal uses of each.
8. How would you arrest the flow of blood from a severed artery?
9. What changes are produced in the air and in the blood by respiration?
10. Name the absorbents and tell what each absorbs.

GERMAN.

1. Decline in German: The taller tree.
2. Decline in German: A greater man.
3. Decline in German: Best friend.
4. Decline the relative pronoun *der, die, das*.
5. How do the relative pronouns *der, die, das*, differ from the demonstrative pronouns *der, die, das*, in regard to declension?
6. Translate: Show me three kinds of paper, blue, green and white.
7. Translate: Edward III. took Calais on the 3d of August, 1347.
8. Translate: Do you not know, that this is not your pen but (sondern) that of your brother? if you can not find your own, take mine.
9. I assure you that the pictures you sent me are very beautiful.
10. Translate: I pray you, do not speak evil of others.
11. Translate: Misery should not have forced the poor prisoner to do wrong.
12. Give rule for the formation of the second person singular of the imperative mode, old conjugation, and give five examples.
13. Translate: Ein Araber hatte sich in der Wüste verirrt; er hatte seit mehreren Tagen Nichts gegessen und fürchtete vor Hunger zu sterben.
14. Endlich kam er an einen von jenen Brunnen, wo die Karawanen ihre Kameele tränken, und sah einen ledernen Sack auf der Erde liegen. Er hob ihn auf und befühlte ihn. „Gott sei Dank," rief er aus, das sind Datteln oder Haselnüsse.
15. Give all the verbs of the old conjugation occurring in questions 13 and 14 in the second and third persons singular, present tense, indicative and imperative modes, active voice.

QUESTIONS SUBMITTED
TO THE VARIOUS GRADES OF THE
INTERMEDIATE AND DISTRICT SCHOOLS
FOR TRANSFER AT THE
ANNUAL EXAMINATIONS.

GRADE A.

MENTAL ARITHMETIC.

1. If $\frac{3}{4}$ of a yard of lace cost $\$ \frac{2}{3}$, how many yards can be bought for $\$ \frac{1}{3}$?
2. If 5 horses can eat 10 bushels of oats in 12 days, how many bushels can 12 horses eat in 8 days?
3. If 8 men can do a piece of work in 5 days, what time will be saved if they receive the assistance of 4 men when the work is $\frac{3}{4}$ completed?
4. A can cut a cord of wood in $\frac{3}{4}$ of a day; B in $\frac{2}{3}$ of a day, how long would it take both together to cut 3 cords?
5. A and B together have 78 dollars; $\frac{2}{3}$ of A's money = $\frac{1}{3}$ of B's; how much has each?
6. The distance from A to B = $\frac{1}{2}$ of the distance from C to D, and $\frac{1}{2}$ of the distance from C to D + 8 miles = the distance from A to B; what is the distance from A to B, and from C to D?
7. If the interest for 1 year and 3 months is equal to $\frac{3}{10}$ of the principal, what is the interest of \$100 for 2 years, 4 months, 20 days?
8. A watch was sold so that $\frac{3}{4}$ of the gain was equal to $\frac{2}{15}$ of the cost; what was the gain per cent.?
9. I bought a number of apples 2 for 1 cent, and as many more 4 for 1 cent; by selling 5 for 3 cents, I gain 36 cents; how many apples did I buy?
10. James sold lemons for 12 cents each and gained 20%; what per cent. would he have gained by selling 3 for 35 cents?

PROBLEMS.

1. What would it cost to fence a square field containing 10 acres, at \$2.75 per rod?
2. If 20 men in $16\frac{1}{2}$ days of 8 hours each dig a ditch 88 rods long, 8 feet deep and 3 feet wide, how many men will be required to dig a ditch 360 rods long, 12 feet deep and 8 feet wide, in 18 days, working 12 hours per day?
3. A merchant sent his agent in Chicago \$1749.90 with which to buy flour, after having deducted his commission of $2\frac{1}{3}\%$: how many dollars worth of flour did he buy?
4. For what sum shall I draw a note payable in 90 day, to realize, \$590.70; the note being discounted at bank at 6%?
5. I sold 100 lbs. of sugar for \$7, and lost $14\frac{2}{3}\%$, at what rate per pound should I have sold it to gain $14\frac{2}{3}\%$?
6. A note at interest for 5 years, 7 months, 27 days, at 10% amounts to \$338.22: find the interest.
7. How long is the longest line that can be stretched in a room 16 feet long, 12 feet wide, and 10 feet high?
8. A broker paid \$79.04 for the use of \$456 for 3 years, 5 months, 18 days: what rate per cent. did he pay?
9. I bought goods to the amount of \$2150; sold them at advance of 20%, taking in payment a note at 60 days, which I had discounted at bank at 10%. What did I gain by the transaction?
10. When gold is 20% premium, what is the discount on greenbacks?

RULES.

1. How do you point off the quotient in the division of decimals?
2. How find the value of a decimal in integers of lower denominations?
Give an example.
3. Write the rule for simple proportion.
4. What per cent. of anything is .00125 of it?
5. Define rate of insurance. Usury.
6. How find the time having the principal, interest and rate per cent. given?
7. In compound interest on what is the interest for months and days computed.
8. Define proceeds. Days to run.
9. Having cost and selling price given, how find rate per cent. of gain or loss?
10. Rule for equation of payments.

GRAMMAR.

1. What is analysis? Synthesis?
2. Analyze: Americans boast that their government is the most free that exists on the earth.
3. Define simple, compound and complex elements.
4. Correct where necessary:

What signifies fair words without good deeds?
 You have condemned me who are your friend.
 The Judge sentenced whoever he found guilty.
 A nation, by the reparation of their own wrong, achieve a triumph
 more glorious than any field of blood can ever give.
5. What is an attendant element? Give an example.
6. "Let him go." Give mode of *Let*; of *go*.

"Whatever purifies, fortifies the heart." Parse *whatever*.
 "They are such as I could find." What part of speech is *as*?
 "Whence all but him had fled." What part of speech is *but*?
7. Write a sentence and abridge it.
8. Give the principal parts of *flow*, *dare*, *get*, and the synopsis of *lie* (to recline) in indicative mode, third person, plural number.
9.

To live in hearts we leave behind,
 Is not *to die*.

Parse *to live*; *to die*.
10. Write the participles of the transitive verb *lay*, in both voices, and give the tense of each.

GEOGRAPHY.

1. Define Water shed, Meridian, Delta, Promontory.
2. Describe Rome.
3. Name the great systems of rivers of North America. Which system is the most important, and why?
4. Describe the climate and soil of the Appalachian Region.
5. For what are the following cities noted: New Orleans, Utica?
6. Through what States do the Coal fields of the United States extend.
7. Of what does the surface of Russia consist? Name five of the manufactures of Russia.
8. Locate Odessa, Stockholm, Vienna, Dresden, and Geneva, and tell for what each is noted.
9. Why is France fitted for all the occupations of civilized life?
10. What Countries form the British Empire?

SPELLING.

Achieved,	Thralldom,	Deference,	Stockholm,
Panegyric,	Tyrannical,	Rhetoricians,	Munich,
Metaphysical,	Supercilious,	Solace,	Melbourne,
Grandeur,	Abhorrence,	Parliament,	Alleghany,
Palisades,	Atrocious,	Exuberance,	Des Moines.

MUSIC.



1. In what key and time is this exercise?
2. Write the name of each note by syllable.
3. Name each note by letter.
4. Meaning of Andante and Ritard?
5. What lines might have been used instead of *cres.*, and what word instead of *>*?



6. In what key and time is this exercise?
7. Name each note by letter.
8. Name each note by syllable.
9. Write and letter the scale of E \flat major.
10. Write and letter the scale of E major.

— 200 —

GRADE B.

MENTAL ARITHMETIC.

1. If 5 men can do a piece of work in 3 days, in how many days can they do it, if, when the work is $\frac{1}{2}$ done, they receive the assistance of 3 men?
2. Divide 144 into three parts that shall be to each other as 2, 4 and 6.

3. Harry is $1\frac{1}{2}$ times as old as Albert, and Albert is twice as old as Horton; the sum of their ages is 24 years: how old is each?
4. A pole, in falling, broke into three unequal parts; the first part was $\frac{1}{4}$ and the second $\frac{2}{3}$ of the length of the whole pole, and the third was 28 feet long: how long was the pole?
5. A and B rent a pasture for \$82; A puts in 7 cows for 3 weeks, and B 4 cows for 5 weeks: how much should each pay?
6. Sold cloth for \$27, losing $\frac{1}{10}$ of the cost. The cost is required.
7. If four men can build 8 rods of wall in 6 days, how many rods can 5 men build in 7 days.
8. If $4\frac{3}{4}$ yards cost \$8 $\frac{1}{2}$, how much will 5 yards cost?
9. If a 5 cent loaf weigh 6 ounces when flour is \$12 a barrel, how much should it weigh when flour is \$8 a barrel?
10. If to $\frac{2}{3}$ of my age you add 13 years, the sum is $\frac{3}{4}$ of my age, how old am I?

PROBLEMS.

1. Divide 115 days, 22 hours, 45 minutes, 35 seconds by 54: (division of compound numbers).
2. A man paid \$225 for 30 perches of land: what would an acre cost at that rate.
3. What cost a block of marble 9 feet long, 4 feet 4 inches wide, 3 feet 6 inches thick, at \$5 per cubic foot?
4. Divide the difference between 200, and 2 hundredths, by 9 hundredths.
5. What part, expressed decimally, is 3 pecks, 7 quarts, of 2 bushels, 2 pecks, 4 quarts?
6. From $\frac{2}{3}$ of a ton, take $\frac{1}{4}$ of a cwt.
7. Multiply $\frac{1\frac{1}{2}}{2\frac{1}{2}}$ by $\frac{\frac{3}{4}}{4\frac{1}{2}}$
8. What will 17.55 tons of hay cost, if 7.8 tons cost \$128.70? (By Proportion).
9. The first term of a proportion is $\frac{1}{2}$, the third term is $\frac{1}{3}$, the fourth term is $\frac{2}{3}$: what is the second term?
10. Find the cost of 1 mile, 7 furlongs, 27 rods of fencing, at \$165.50 per mile.

RULES.

1. How do you reduce a fraction to integers of lower denominations?
2. What is a decimal fraction?
3. How is the value of a decimal affected by prefixing ciphers?
4. How do you multiply one decimal by another?

5. What is the value of 3, in the fourth decimal place?
6. Define ratio. Proportion.
7. When any three terms of a proportion are given, how is the fourth term found?
8. What is a square? A cube?
9. $9 \times 8 = 6 \times 12$: form a proportion from these numbers.
10. What is a prime factor? Name all the prime factors of 72.

GRAMMAR.

1. "Henry, get me some apples; John may go with you." Mode and tense of each verb.
2. Correct: (a) Miss R—, can I have a drink of water?
(b) If any one was omitted, let them now say so.
3. "The statement which you made, is not correct." Case and governing word of *which*.
4. Write a sentence containing two verbs, one in the subjunctive mode and one in the infinitive.
5. Analyze: "Grammar is a study which all should pursue diligently."
6. "*Knowing* his oddities as well as you do, you *should not be surprised at what* he does." What part of speech is each italicized word? Give the case of *oddities*.
7. Write two sentences, one containing an abstract noun, and one containing a verbal noun.
8. Write a sentence containing a noun in the objective case without a governing word, underscoring the noun.
9. "Take what you want." Parse *what*?
10. "I am he." Parse *he*.

GEOGRAPHY.

1. Name the largest island on the coast of Africa.
For what is St. Helena noted?
2. Name the Nile countries.
3. What is there remarkable about the coast of Asia?
4. What constitute the Empire of Japan? Name its Capital.
5. Name the largest two rivers of China.
6. What is a Nomadic race of people?
Name two countries of Asia inhabited by Nomadic races.
7. For what is Damascus noted?
8. For what are both the Ural and Scandinavian Mountains noted?

9. Name two Alpine lakes.

Name three rivers that rise in the Alps.

10. In what part of the continent is High Europe? Low Europe? State the difference in climate between them.

SPELLING.

Ceiling,	Surveyed,	Anonymous,	Insurmountable
Ridicule,	Irresolution,	Erroneous,	Preceding,
Jupiter,	Briton,	Gibraltar,	Imperceptibility
Vesuvius,	Pageantry,	Irrecoverable,	Vicissitudes,
Mediterranean,	Edinburgh,	Filial,	Ghastly,
Ecstasy,	Promissory,	Requisite,	Reprieve.
Apennines,			

GRADE C.

MENTAL ARITHMETIC.

1. A cistern, which holds 96 gallons has two pipes; through one, it receives 6 gallons a minute, and through the other, it discharges 2 gallons a minute: how long will it take to fill the cistern?
2. John bought a top for \$ $\frac{1}{10}$, a knife for \$ $\frac{1}{5}$, and a whip for \$ $\frac{1}{4}$: what did the whole cost?
3. The difference between $\frac{2}{3}$ and $\frac{1}{4}$ of my money is \$6 $\frac{1}{4}$: how much money have I?
4. Three boys, M, N and P, have together a certain number of cents; M has $\frac{1}{2}$ and N $\frac{1}{3}$ of the whole, and P has 10 cents: how many cents in all?
5. If three men can do a piece of work in 2 $\frac{1}{2}$ days, how long will it take four men?
6. How often is 1 $\frac{1}{2}$ contained in 2 $\frac{1}{4}$?
7. $\frac{2}{3}$ of 28 is 4 less than $\frac{3}{4}$ of what number?
8. If 5 apples be worth 3 $\frac{1}{2}$ cents, what are 2 apples worth?
9. A man divided \$ $\frac{3}{4}$ equally among 5 boys: what part of a dollar did each boy receive?
10. My Geography cost \$1 $\frac{1}{2}$, which was $\frac{1}{10}$ of the cost of my Dictionary; the Dictionary cost 6 times as much as my Reader: find the cost of all.

PROBLEMS.

1. My strawberries, at $12\frac{1}{2}$ cents a quart, brought me \$250.25: how many bushels did I sell?
2. What will 6 tons, 3 cwt., 2 qr. of hay cost, at $1\frac{1}{2}$ cents per pound?
3. How many revolutions will a wheel that is 4 feet 2 inches in circumference, make in going $2\frac{1}{2}$ miles?
4. How wide is a rectangular field of land containing $1\frac{1}{2}$ acres, if the field be 880 feet long?
5. What cost $2\frac{1}{2}$ gross of pens, at $\frac{3}{4}$ cents a piece?
6. Express the following fractions in their simplest forms: $\frac{1}{2}$ of $\frac{1}{3}$, $\frac{2}{3}$ of $\frac{1}{4}$, $\frac{1}{5}$ of $\frac{2}{3}$.
7. Add $19\frac{1}{2}$, $34\frac{1}{2}$, $38\frac{1}{2}$, $49\frac{1}{2}$.
8. Find the G. C. D. of 240, 336, 1768.
9. How often is $\frac{3}{4}$ of $\frac{1}{5}$ contained in $\frac{1}{2}$ of $7\frac{1}{2}$?
10. Divide $\frac{4\frac{3}{4}}{7\frac{1}{2}}$ by $\frac{16}{21}$ of $\frac{7}{8}$.

RULES AND PRINCIPLES.

1. What is a factor? A multiple?
2. What is the rule for reducing a mixed number to an improper fraction?
3. What is a compound fraction? A complex fraction? Give examples.
4. If both terms of a fraction be divided by the same number, how is its value affected? Illustrate by an example.
5. What is a prime number? Write five such numbers.
6. What is reduction?
7. How do you add two or more fractions?
8. How is the area of a rectangle found?
9. What does the numerator of a fraction show? What the denominator?
10. What is the rule for dividing one fraction by another?

GRAMMAR.

1. Write the synopsis of "to give" in the second person, singular number.
2. Analyze: "Laura learned her lesson."
3. Correct: (a) Where are you taking them things to?
 (b) I aint got no more time to stay.
 (c) He has spoke recently against the idea.
 (d) Her and me study grammar.

4. Write a sentence containing a relative pronoun, and underscore both the pronoun and its antecedent.
5. Why do verbs have person and number? Write the person and number of the verb in the following sentence:

"Farmers are now gathering their crops."

6. Write a sentence which contains both a descriptive and a definitive adjective, pointing out each.
7. Is the following sentence correct or incorrect? Why?

"Our climate is much more milder than that of Canada."

8. How do you determine the properties of pronouns?
9. Give the case of the nouns and pronouns in the following sentence:

"Cast thy bread upon the waters, and it shall return to thee after many days."

10. What is conjugation?

GEOGRAPHY.

1. What is a mountain system? Name one.
2. What is an inland sea? Name two.
3. The surface of North America consists of what three distinct parts?
4. Locate Baltimore. To what group of States does Georgia belong?
5. Name the most important of the Middle Atlantic States, its chief city, and two leading pursuits of that city.
6. Describe the Potomac River. What large city is situated on its bank? For what is that city noted?
7. Name the leading pursuit in the South Atlantic and Gulf States.
8. Which State raises the most rice? Which State the most wheat?
9. What is meant by domestic commerce?
10. Name a great cotton market; a rice market; a coal market; a tobacco market, and a pork market.

SPELLING.

Wrinkled,	Savory,	Driveling,	Spectacles,
Moistened,	Subsistence,	Vaunting,	Muskingum,
Practiced,	Propensities,	Dexterous,	Scioto,
Occasionally,	Annals,	Gravelly,	Tennessee,
Patiently,	Scorching,	Guineas,	Prairie,
Artificial,	Wrecked,	Reprimand,	Lynn.
Intolerable,			

GRADE D.

MENTAL ARITHMETIC.

1. By selling 7 dozen lead pencils for 78 cents, I lost 6 cents; what did they cost per dozen?
2. $75 + 9 + 9 - 8 - 8 - 7 - 7 - 9 - 8 + 9 + 5 + 7 = \text{what?}$
3. $17 + 8 - 7 + 5 - 9 - 6 + 7 - 6 + 8 + 6 + 8 - 6 - 8 = \text{what?}$
4. If 9 barrels of flour cost \$63, what will 8 barrels cost?
5. $7 + 8 + 14 + 7 + 19 - 16 + 27 + 36 - 49 - 19 - 8 = \text{what?}$
6. If 6 men can do a piece of work in 12 days, how long would it take 9 men to do it?
7. A certain quantity of hay will last 2 horses 4 months; how long will it last 4 horses?
8. $73 - 7 + 8 - 6 + 9 - 14 = \text{what?}$
9. Charles bought a book for 56 cents, a slate for 45 cents, a ruler for 15 cents, and a tablet for 18 cents; he gave in payment a two-dollar bill: how much change ought he to receive?
10. $7 + 4 + 6 + 2 + 5 + 6 + 5 + 3 + 9 + 8 + 5 + 8 + 5 + 9 + 7 + 5 = \text{what?}$

WRITTEN ARITHMETIC.

[1]

8676
6889
8957
2595
7078
8789
4647
9973
8968
8657

[2]

6756
8898
5664
6787
7845
5986
8688
7537
7975
5856

[3]

9668
7879
8447
9086
8968
3895
9897
5889
4865
5908

4. What will 7 barrels of flour cost, at $2\frac{1}{2}$ cents a pound?
5. Divide \$6.75 by 5 mills.
6. Divide 7971940 by 199.

7. Divisor 87, quotient 176, remainder 71 : find the dividend.
8. Bought a piece of cloth containing 75 yards, at $62\frac{1}{2}$ cents a yard, and sold the entire piece for \$43.70: did I gain or lose, and how much?
9. If 46 acres of land cost \$11523, what will 27 acres cost?
10. Multiply 79068 by 7908.

GRAMMAR.

1. Correct: James was sent regular to school.
The hills around Cincinnati is beautiful.
2. Write the possessive plural of woman, fox, lady, boy, and ox.
3. Write a sentence containing a verb in past tense and plural number.
4. Write a sentence containing a transitive verb, and tell the subject, predicate and object.
5. Write a sentence containing a pronoun in the *first person, plural number*.
6. Compare: Good, bright, happy, industrious, and many.
7. Give the properties of the pronoun *him*.
8. Write three regular and two irregular verbs.
9. Make the quotation marks, and tell when they should be used.
10. Change to the singular the following sentence:
"Dutiful children obey their parents."

GEOGRAPHY.

1. Name a political division of Europe that is an island, one that is a peninsula, and one that has no seaport.
2. Name the hottest continent, the highest mountain, and the largest river in the world.
3. Into what body of water does each of the following rivers, Potomac, Cumberland, Columbia, Tennessee and Ohio flow?
4. Name the capital, four of the chief cities, and two of the prominent minerals of Ohio.
5. Name and locate an important cotton market, a grain market, and a manufacturing city of the United States.
6. Locate the chief city of Tennessee, of South Carolina, and of Michigan.
7. What is the difference between a strait and an isthmus? Name one of each, and tell what each connects.
8. What river flows north through Siberia?
9. Name two rivers that empty into the Mediterranean sea, one that empties into the Black sea, and one that empties into the Caspian sea.
10. Locate the Barbary States, the Cape of Good Hope, and the sea of Okhotsk.

SPELLING.

Resemblance,	Spectacles,	Separated,	Unconscious,
Terrible,	Sagacious,	Stratagem,	Specimen,
Oracle,	Baptized,	Irresistible,	Forfeited,
Infallible,	Sacrifices,	Exquisite,	Sympathizing,
Peaceable,	Perusal,	Menagerie,	Countenances,
Perseverance,	Parasol,	Privileges,	Chrysalis.
Existence,			

MUSIC.



1. In what time is this exercise?
2. How many beats to a measure?
3. What is the use of the lines under the first and second bars?
4. Name each note of the *lower* part by letter.
5. What is the name and use of \sharp and of \flat ?
6. What is the name and use of \natural and of \sharp ?
7. Write the syllables of the *lower* notes.
8. What are the syllables and the letters of the *upper* part?
9. What time has f^* in this exercise?
10. In what kind of time has f^* three beats?

COMPOSITION.

Write a letter.

GRADE E.

MENTAL ARITHMETIC.

1. If 8 yards of cloth cost \$46, and were sold @ \$8 a yard: what was the gain?
2. If 7 oranges cost 42 cents, what will 9 oranges cost?

3. $6 + 23 + 14 + 19 + 13 + 7 + 8 + 9 = \text{what?}$
4. $97 - 13 - 9 - 9 - 8 - 7 - 6 - 5 - 3 = \text{what?}$
5. How many boxes will be required to hold 56 bushels of wheat, if each box holds 8 bushels?
6. Sold a dozen hats for \$55 and by so doing gained \$19: what did they cost?
7. $7 + 8 + 8 + 9 + 6 + 7 + 8 + 4 + 7 + 8 - 17 = \text{what?}$
8. $45 + 13 + 17 + 7 - 7 - 8 - 6 + 9 = \text{what?}$
9. How far can a man travel in 8 hours, who goes at the rate of 21 miles in 3 hours?
10. Bought hats at \$5 a piece, and sold them at \$9 a piece: how much was gained on 7 hats?

WRITTEN ARITHMETIC.

[1]

69875

57986

75697

88768

96559

47367

56876

79867

[2]

99999

88888

77777

66666

55555

98765

56789

67976

79698

3. Multiply 987 by 806.
4. Divide 691875 by 9.
5. A man paid \$11275 for a house, and sold it for \$1879 less than he paid for it: what did he receive?
6. What will 67 horses cost at \$134 each?
7. From one hundred and thirty thousand and three, take nine thousand seven hundred and sixty-eight.
8. How many silk hats at \$7 each can be bought for \$16163?
9. What is the product of 7685 multiplied by 79?
10. How much more is 7685 than 5896?

GRAMMAR.

1. Write an inquiry, and a command.
2. Point out subject and predicate: "The birds in the trees sing sweetly."
3. Write two sentences, one containing two proper nouns and a transitive verb, and one containing a common noun and an intransitive verb.

4. Give the cases of the nouns and pronoun :

“Robert caught a rabbit in my father's orchard.”

5. Name the person of each of the following words: them, my, his, me, you.
 6. Write feminine of gentleman, son, nephew, he and brother.
 7. Write the plural of sheep, loaf, chimney, potato, church.
 8. Write a sentence containing the verb *do* in present time, and one containing the verb *come* in past time.
 9. Name the part of speech of each word in italics:

“*It is very pleasant to listen to the sweet song of the pretty little bird.*”

10. Correct:

I seen him when he done it.
 The teacher promised him and I a holiday,
 There's only two or three of us here.

GEOGRAPHY.

1. Name three streets running north and south, and two streets running east and west.
2. Name three islands and two peninsulas.
3. What is a strait? Name one.
4. Name the continents in the Eastern Hemisphere.
5. Into what bodies of water do the following rivers empty, Mississippi, Columbia, Rio Grande, St. Lawrence and Mackenzie?
6. Name the different races of men.
7. Name the countries of North America.
8. What is an isthmus? Name one.
9. Locate Hudson Bay and Gulf of California.
10. Name and locate the Great Lakes.

SPELLING.

Squeamish,	Decide,	Deceived,	Thoroughly,
Whirring,	Speckled,	Piercing,	Coaxingly,
Ribbons,	Injury,	Conscience,	Captivity,
Biscuit,	Rascal,	Cowardice,	Ungrateful,
Conceal,	Chisels,	Knuckles,	Certificate,
Satchel,	Robins,	Decent,	Heartily.
Released,			

GRADE F.

MENTAL ARITHMETIC.

1. $18 + 9 + 8 + 4 + 3 + 6 + 9 + 8 + 5 + 7 = \text{what?}$
2. $89 - 4 - 2 - 8 - 6 - 9 - 7 - 7 - 4 - 8 - 4 = \text{what?}$
3. A boy who had 62 marbles, lost 9: how many were left?
4. $46 + 9 + 6 + 4 + 6 + 9 - 6 - 4 = \text{what?}$
5. Mary has 6 cents and Henry has 7 times as many: how many cents has Henry?
6. $65 - 8 - 6 + 4 + 8 + 9 + 5 + 6 + 7 + 3 = \text{what?}$
7. 47 and how many will make 66?
8. If 19 be taken from 46, how many will remain?
9. $9 + 9 + 6 + 7 - 4 - 3 - 6 + 7 + 9 + 8 = \text{what?}$
10. If one apple cost 4 cents, what will 7 apples cost?

WRITTEN ARITHMETIC.

[1]	[2]	[3]
94	143	197
68	27	86
79	63	265
65	275	78
74	69	94
53	72	123
49	125	46
68	167	67
75	76	22
96	19	84

4. Multiply 98 by 7.
5. From nine hundred and thirteen, take seven hundred and forty-six.
6. What will 6 horses cost, if each horse cost \$126?
7. Write in figures eight hundred and two, and one hundred and eleven.
8. $19 + 27 + 37 + 48 + 68 + 100 = \text{what?}$

9. How many are 1000 less 748?
10. If you paid five hundred and ten dollars for a house, and sold it for four hundred and thirty-two dollars: how much would you lose?
11. Take 679 from 715.

GRAMMAR.

1. Write a statement, and a question.
2. "This boy's little sister bought a pound of candy." Point out the verb and the nouns.
"The boys ran from the house through the garden into the field."
Point out the prepositions.
3. Write a sentence containing a *pronoun* and a *preposition*, and mark each.
4. "This man drives his ox." Change each word to the plural.
5. "The old hunter stood on the high mountain and saw the blue sea."
Tell the part of speech of each word.
6. Correct:
"did mary Go to boston."
"Them boys does not study."
7. Write the plurals of *foot, loaf, woman, fly, mouse*.
8. Write two sentences, one containing an *adverb*, and one containing an *adjective*.
9. Correct:
"He done his work very good,"
"Me and her seen him do it."
"The man and woman was hard at work."
10. Correct:
"Them poor children has no food."
"He set on the floor, and eat his dinner very quick."
"I goes to school."

SPELLING.

Though,	Trowel,	Sieve,	Carriage,
Curtain,	Violets,	Ceiling,	Shepherd,
Wagon,	Blithe,	Gnawed,	Staring,
Civil,	Cousin,	Squirrel,	Innocent,
Scarcely,	Chestnut,	Daisies,	Citron,
Seemed,	Tongues,	Anxious,	Succeed.
Shingle,			

GRADE G.

MENTAL ARITHMETIC.

Principals will please to report by room the time occupied in solving the following examples.

1. $37 + 5 + 4 + 6 + 6 + 5 + 4 + 7 = \text{what?}$
2. $6 + 8 + 5 + 7 + 8 + 7 + 8 + 7 = \text{what?}$
3. $24 + 17 + 9 + 7 = \text{what?}$
4. $43 - 5 - 6 - 4 - 5 - 7 - 4 - 7 = \text{what?}$
5. $9 + 4 + 6 + 7 + 8 + 3 + 7 + 9 = \text{what?}$
6. $4 + 5 + 6 + 7 + 8 + 9 + 3 + 4 = \text{what?}$
7. $72 - 3 - 4 - 6 - 5 - 6 - 4 - 6 = \text{what?}$
8. $85 - 6 - 5 - 5 - 6 - 7 - 6 - 5 - 7 = \text{what?}$
9. $18 + 7 + 6 + 7 + 6 + 5 + 7 + 6 + 7 = \text{what?}$
10. $27 + 5 + 4 + 7 + 5 + 7 + 6 + 5 = \text{what?}$

GRAMMAR.

1. Copy on your slates the first five lines of lesson 50, as read by teacher.
[To TEACHER: Two credits off for each error in copying.]
2. Correct: "Mary and i seen the sheep."
3. Write this sentence so as to mean more than one: "This man and that woman work hard."
4. Write five name words, each meaning more than one.
5. Should we say a empty box or an empty box? Should we say "an acorn" or "a acorn?"

SPELLING.

Naughty,	Fleece,	Teacher,	Wagon,
Beasts,	Skates,	Caught,	Snowy,
Surely,	Trying,	Shining,	Seaside,
Waste,	Lemon,	Thinner,	Sorry,
Wrong,	Known,	Mamma,	Something,
Laughing,	Bridle,	Cinder,	Parents.
Because,			

QUESTIONS IN GERMAN SUBMITTED
TO THE VARIOUS GRADES OF THE
INTERMEDIATE AND DISTRICT SCHOOLS
FOR TRANSFER AT THE
ANNUAL EXAMINATIONS.

GRADE A.

GRAMMAR.

1. Decline in German: more comfortable (bequem) house.
2. Decline in German, in the singular number only: nature arrayed in her best finery. (arrayed, stehend; finery, Schmuck.)
3. Give the principal parts (Stammformen) of the following verbs: baden, essen, aufgehen, verschwinden, vorlesen, rufen, hängen, hängen, ertränken, sich benehmen.
4. Give second and third persons singular number, present tense, indicative mode, active voice, of all the verbs in question 3.
5. Give the same verbs in the second person singular, imperative mode, active voice.
6. Decline the demonstrative pronoun der, die, das.
7. Use the following words in sentences: entfliehen, flüchtig, nützen, versagen, verbergen, bulden, zusammenstellen, entgegenstellen, begründen, unfundig.
8. Was weißt du über Satzverbindungen zu sagen?
9. Translate: Stärker leuchtende Körper verbunkeln schwächer leuchtende; darum sieht man am Tage die Sterne nicht.

10. Translate: An unseemly dress often conceals the rarest talent; therefore let us not judge by outward appearance.

The birds, indeed, often do great damage to orchards and vineyards; yet the service they do us by destroying the insects is much more important.

GRADE B.

SPELLING.

1. Grenzen an die in eine zitternde Bewegung gesetzten Körper andere, die gleichfalls solcher Erschütterung fähig sind, so tragen dieselben den Schall weiter fort.
2. Die Stärke des Schalles richtet sich nach der Größe der Schwingungen des schallenden Körpers.
3. Man vernimmt in bedeutender Entfernung Kanonendonner und den Hufschlag von Pferden deutlicher, wenn man das Ohr auf die Erde legt.
4. Der Bär ist stets ein geachtetes Wild, jedoch bei einigen Indianerstämmen ist eine besondere Ehre mit seiner Besiegung verbunden.
5. Meine Freunde nährten sich der todtten Bärin, nahmen ihren Kopf in die Hände und liebten sie.

COMPOSITION.

1. Beschreibung und Nutzen des Pferdes.

GRAMMAR.

1. Wendet jedes der Verhältnißwörter „in“ und „auf“ in zwei Sätzen an, und zwar in dem einen mit dem Wemfalle, in dem andern mit dem Wenfalle.
2. Zergliedert folgenden Satz, indem Ihr die Haupt- und Nebenglieder desselben angebt: „Der Habicht stellt nicht nur den Vögeln, sondern auch kleineren Säugethieren nach.“

3. Biegt in der Ein- und Mehrzahl: Mein kleiner Hund.
4. Stellet folgenden Satz in die 6 Zeitformen der Leideform: Der Baum wird von dem Gärtner gepflanzt.
5. Setzt folgenden Satz in die Leideform: Der tapfere Feldherr hat den Feind nach langem Kampfe geschlagen.
6. Vergleibet folgenden Satz, indem Ihr die Wortarten und die verschiedenen Biegungs- und Abwandlungsformen angebt: Die Lerche singt fröhlich in den Lüften.
7. Bildet einen Satz mit 2 Umständen der Zeit.
8. Schreibet einen Satz mit 2 Prädikaten, von denen jedes eine Ergänzung (Objekt) bei sich hat.
9. Bildet aus folgenden Sätzen einen zusammengezogenen Satz mit Hilfe eines entgegenstellenden Bindewortes: Der Elephant wird nicht als Zugthier benützt. Der Elephant wird als Lastthier benützt.
10. Löset folgenden zusammengezogenen Satz in einfache Sätze auf: Dieser Aufsatz ist zu flüchtig geschrieben, daher sehr schwer zu lesen.

GERMAN TRANSLATION.

1. Clean your clothes, and don't again forget your work.
2. The bee was going to sting my hand, but it stung my glove.
3. I could not call on you on account of the violent thunder-storm.
4. There is a great difference between vice and virtue.
5. Take care, you will catch a cold.
6. Man hält dich für eitel, weil du dich so gerne putzest.
7. Er stieß mir an das Glas, daß es mir aus der Hand fiel.
8. Liebe fesselt uns durch unzählige Bande an unsere Heimath.
9. Er betrog mich unter dem Scheine der Freundschaft.
10. Du sollst nicht Rache üben an deinem Nächsten.

GRADE C.

CORRECT WRITING.

1. Es war mitten in einem fürchterlichen Walde, als ich einen entsetzlichen Wolf mit aller Geschwindigkeit des gefräßigsten Winterhungers hinter mir hersehen sah.
2. Mechanisch legte ich mich platt in den Schlitten nieder und ließ mein Pferd zu unserm beiderseitigen Besten allein handeln.
3. Die Wandertauben bewohnen ein sehr weit ausgedehntes Gebiet in den Vereinigten Staaten; dort wächst besonders die nahrhafte Buchecker, das vorzüglichste Futter für diese Thiere.
4. Das Rauschen ihrer Fittige gleicht oft dem Rollen des fernen Donners.
5. Augenzeugen erzählen, das Geräusch und das Geschrei im Walde sei so groß gewesen, daß die Pferde scheu geworden wären!

GRAMMAR.

1. Biegt: Der fleißige Schüler.
2. Bildet Dingwörter aus; schlafen, fliegen, schießen, befehlen, helfen.
3. Setzt statt der Duerstriche passende Eigenschaftswörter, zweiter Vergleichstufe in die Sätze:

Die Ruh ist — als der Hund.

Emma ist — als Elise.

4. Setzt statt der Duerstriche passende Ergänzungen in die nachfolgenden Sätze:

Der Schreiner verfertigt —

Der Vater straft —

5. Setzt statt der Duerstriche passende Verhältnißwörter in die nachfolgenden Sätze:

Das Dorf liegt — des Flusses.

Der Garten liegt — dem Hause.

6. Wendet die folgenden Verhältnißwörter in Sätzen an:

bei, oberhalb, aus.

7. Fügt folgenden Sätzen die entsprechenden Umstände bei:

Der Fisch lebt — .
Das Eichhorn klettert — .

8. Gebt die Satzglieder in folgendem Satze an:

Das Schiff segelt langsam gegen den Strom.

9. Gebt die Satzglieder in folgendem Satze an:

Blindlings folgte der Soldat dem Befehle.

10. Setzt folgenden Satz in die sechs Zeitformen:

Der Regen befruchtet die Erde.

GERMAN TRANSLATION..

1. Many a mistake is caused by indistinct speaking.
2. The diligence of the bee is proverbial.
3. The son loves and obeys his father.
4. The failure of the work was provoking to me.
5. The stranger was convicted of the crime.
6. Furchtbar sind die Wirkungen des Gewitters.
7. Der Aufrichtige spricht die Wahrheit.
8. Die Magd widerspricht ihrer Herrin.
9. Dem Freundlichen und Gefälligen ist jedermann gewogen.
10. Der Gewissenhafte ist stets seines Versprechens eingedenk.

GRADE D.

SPELLING.

[2 Prozent für jeden Fehler.]

1. Schnell wie der Blitz saßte er den Wolf bei beiden Vorderklauen und zog ihn fest an sich.
2. Menschen und Thiere, welche in der Nähe des Unglücks waren, wurden von der Gewalt des Pulvers in die Luft geschleudert.

3. Es sind schon mehr als zwanzig Reisen um die Erde nach verschiedenen Richtungen gemacht worden.
4. Hat der Wallfisch seine Sendung vollbracht, so jagt er zurück zu seinen Gefährten.
5. Der weiße Zucker wird aus der Form genommen und getrocknet und hat nun die Gestalt eines spitzen Hutes.

COMPOSITION.

Die Singvögel.

[Dreimal vorzulesen.]

1. Ein freundliches Dörfchen war von einem ganzen Wald fruchtbarer Bäume umgeben. Die Bäume blühten und dufteten im Frühlinge auf das Lieblichste; im Herbst aber waren alle Zweiglein reichlich mit Äpfeln, Birnen und Zwetschen beladen. Auf ihren Nestern und in den Hecken umher sangen und nisteten allerlei muntere Vögelein. Da fingen einige böse Buben an, die Nester der Vögel auszunehmen. Die Vögel zogen aus dem Orte nach und nach ganz weg. Man hörte an den schönen Frühlingmorgen kein Vögelein mehr singen, und in den Gärten war es ganz still und traurig. Die schädlichen Baumraupen, die sonst von den Vögeln weggefangen wurden, nahmen überhand und fraßen Blätter und Blüthen ab. Die Bäume standen kahl da, wie mitten im Winter, und die bösen Knaben, die sonst köstliches Obst im Ueberflusse hatten, bekamen nicht einmal mehr ein Äpfelchen.

GRAMMAR.

1. Bilde je ein Zeitwort aus: krank, lang, gut, Musik, Silber.
2. Bilde je ein Dingwort aus: lachen, erkennen, begreifen, neu, klein; und setze vor jedes das richtige Geschlechtswort.
3. Setze in die vollendete Gegenwart: du kommest; wir warten.
4. Setze in die vollendete Zukunft: Er geht fort; sie freuen sich.
5. Setze in die vollendete Vergangenheit: die Rosen blühen, der Sommer erscheint.
6. Ergänze: Während ein. ganz. Monat mußte der Schüler wegen sein. Unwohlsein zu Hause bleiben.
7. Ergänze: Schöner Gesang ist unser. Dhr. angenehm, schlechter Gesang mißfällt d. Dhr. ebenso, wie ein schlechtes Gemälde d. Auge.

8. Ergänze: Es gelang d. schlau. Dieb., d. Fremde. die Uhr zu entwenden.
9. Verbessere: Der Lehrer erklärt seine Schüler die Aufgabe.
10. Verbessere: Mein Vater hat mich erlaubt, daß ich während die Feiertage auf das Land gehe.

GRADE E.

SPELLING.

[Für jeden Fehler 2 Procent, wobei jedes Wort nur einmal als falsch gezählt werden soll.]

1. Es wurden mehrere Speisen aufgetragen, und am Ende kam eine große, verdeckte Schüssel, in der man die seltenen Fische vermuthete. Der Fuchs ist nicht mit Haaren bedeckt, wie die Säugethiere, auch nicht mit Federn, wie die Vögel. Der Wald ist der Aufenthalt vieler Thiere. Wenn Mißernte eintritt, so entsteht Theuerung und Noth. Zwischen den Sträuchern stehen mancherlei Moose, Gräser und Schwämme.

COMPOSITION.

Ich mag nicht lügen.

No. 114 im ersten Lesebuch. Dreimal vorzulesen.

GRAMMAR.

1. Schreibe aus folgendem Satze Subjekt u. Prädikat nieder: Nächsten Monat wird das Getreide geerntet.
2. Ergänze: Im dicht. Wald. kann man sich leicht verirren. Gib. d. blind. Mann. ein Almosen.
3. Ergänze: Der Esel ist d. Pferd. ähnlich und doch sehr von (es) verschieden. Du bist (ich) und d. Meinigen immer willkommen.
4. Ergänze: Was d. Eine. nützlich ist, ist oft ein. Andere. schädlich.— hast du zugerufen? (Statt des Striches ein fragendes Fürwort.)

5. Setze in die Vergangenheit: Die Schwalbe fliegt, der Frühling kommt.
6. Setze in die Zukunft: Das Eis bricht, die Sonne schießt.
7. Setze in die Gegenwart: Das Eis zerrann, der Mai begann.
8. Verbessere: Der Graben war ein Fuß tief und drei und ein halber Fuß breit. Das Kind war ein ganzer Tag abwesend.
9. Bilde Eigenschaftswörter aus: Wein, Thier, Mehl, Wunder, Laster.
10. Bilde zusammengesetzte Dingwörter aus Volk und Lieb, Pferd und Geschirr.

QUESTIONS ON READING LESSONS.

1. Der Ochse hat Hörner; was hat der Hirsch?
2. Wodurch unterscheidet sich der Schwan von der Gans? (2)
3. Woraus baut die Schwalbe ihr Nest und wohin?
4. Warum kann der Frosch hüpfen?
5. Womit vertheidigt sich der Krebs?
6. Woraus macht die Spinne ihr Gewebe?
7. Nenne zwei Sträucher, die Beeren tragen.
8. Wo wächst gewöhnlich das Moos?
9. Woher nimmt die Biene den Honig, und woraus macht sie das Wachs?
10. Woraus macht man Terpentin?

GRADE F.

SPELLING.

[Für jeden Fehler 2 Prozent, wobei jedes Wort nur einmal als falsch gezählt werden soll.]

1. Der Schnee schützt die Saat. Aus den Abfällen der Haut wird Leim gesotten. Das Fell wird zu Leder gegerbt. Sehen sie, daß es die Tochter ist, so kommen sie von allen Seiten herbei. Auf den Feldern säen die Landleute. Sie blieben stehen und bewunderten die Eiche. Der kochende Kaff spritzt und brennt. Die Edelsteine lassen sich nicht schmelzen und auch nicht hämmern.

COMPOSITION.

Die Ruß.

No. 128 im ersten Lesebuch. Zweimal vorzulesen.

GRAMMAR.

[4 ab für jeden Fehler.]

1. Ergänze durch persönliche Fürwörter: Unser Onkel kommt, um — zu besuchen. Wir haben — sehr lieb; er erzählt — so schöne Geschichten; wir gehen — entgegen so oft — kommt.
2. Verwandle in Fragesätze: Du darfst mitgehen. Ihr hört den Donner.
3. Ergänze: Die Ohren d. Pferd. sind spitz. Das brave Mädchen hilft ihr. Mutter in d. Küche. Der Hund gehorcht sein. Herr. und läuft neben (er) her. Wie nennt man das Junge d. Kuh, und d. Schwein?
4. Der Adler kann (hoch) fliegen als die Taube; die Gasse ist (schmal) als die Straße. (Schreibt diese Sätze richtig nieder.)
5. Setzt das Zeitwort sehen in alle Personen der Einzahl und Mehrzahl der Gegenwart.

QUESTIONS ON READING LESSONS.

1. Nenne zwei Dinge, die man aus den Borsten des Schweines macht?
2. Wodurch unterscheiden sich die Hufe des Pferdes von den Hufen der Kuh?
3. Wo lebt der Hase, und was frisst er?
4. Wen nennt man einen Gerber?
5. Warum gibt der Bäcker Sauerteig in den Teig?
6. Nenne eine rothe und eine blaue Blume!
7. Was wird aus den Gedärmen des Schafes und was aus dessen Knochen gemacht?
8. Nenne die fünf Sinne!
9. Woraus wird Filz gemacht?
10. Nenne fünf Arten Getränke!

GRADE G.

SPELLING.

[3 Prozent abziehen für jeden Fehler.]

1. Der Hahn kräht früh am Tage.
2. August neckte gern Katzen und Hunde.
3. Die Gänse können sehr gut schwimmen, aber nicht so gut fliegen.
4. Lieschen fand in der Küche eine Scheere.
5. Nach der Schule darfst Du auf die Straße gehen.

QUESTIONS ON READING LESSONS.

1. Was ist die Katze?
2. Nenne fünf Theile der Katze!
3. Wie sind ihre Zähne und wie ist ihre Zunge?
4. Was hat sie an den Fußzehen?
5. Womit ist sie bedeckt?
6. Die Katze ist reinlich; wie ist sie noch? (2)
7. Sie kann klettern; was kann sie noch thun? (2)
8. Warum halten wir die Katze im Hause?
9. Welches vierfüßige Thier ist größer und welches kleiner, als die Katze?
10. Warum soll man eine Katze nicht necken?

Cincinnati Public Schools.

A BRIEF SKETCH OF THE HISTORY, THE RISE AND PROGRESS AND PRESENT CONDITION OF THE COMMON SCHOOLS OF CINCINNATI, TO WHICH IS ADDED AN APPENDIX, CONTAINING A LIST OF SOME OF THE PRINCIPAL PRIVATE EDUCATIONAL FACILITIES OF THE CITY.

BY J. HAUGHTON.

THE Public School system of Cincinnati is now in the forty-eighth year of its existence; but as the city, on the 12th day of February, 1829, was then comparatively speaking, in its cradle, it is difficult to give more than a rapid retrospect of the early history of the public education of the masses of the children.

But two short decades had then elapsed since the incorporation of the city, and at that time the hard struggles of the early pioneers had left but little opportunity for the cultivation of those agencies of learning which now so thoroughly, in every department, characterize the energies of the community. In Cincinnati, as elsewhere, in the most advanced Eastern and Western cities alike, the first attempts at universal and common education were owing to the activity of individuals. First, in order of time, JOHN KIDD, in 1818, devised \$1,000 per annum, charged upon the ground rents of his estate, to be expended for the education of the poor children and youth of Cincinnati. This devise was unfortunately frustrated by the title to his estate, which proved defective; but, in 1824, THOMAS HUGHES, an Englishman, who had long made his home here, left a tract of land yielding a perpetual ground rent of \$2,000, "to be appropriated and applied to the maintenance and support of a school or schools in the city of Cincinnati,

for the education of destitute children whose parents and guardians were unable to pay for their schooling," and Mr. WOODWARD's bequest followed some years afterward. These were the foundations of our High Schools, and to them must be attributed the awakened attention of the Legislature which, upon this subject, first found its expression in an attempt to pass a general rule, school law in 1823, and the passage of the first law on the 5th of February, 1825.

But the law of 1825 simply provided for State Education, without leaving any autonomy to the great corporations in the West; such as Cincinnati was then, although her population was but little more than 20,000. It was soon, however, evident that the action of the Legislature would be, if not inoperative, at least incapable of producing the desired fruits. The plan of the law was in itself defective, and the tax it authorized insufficient for the purpose. The Schools were, moreover, opposed not only by the heavy tax-payers, and the proprietors of private academies, but also neglected by the people for whose benefit they were set on foot, upon the ground that they were "Charity" or "Poor Schools."

These disadvantages soon became so obvious, that, in February 1829, the friends of education, taking advantage of amendments to be made in the city charter, secured the passage of a statute, giving an independent organization to the schools of Cincinnati, and empowering the City Council to levy special taxes, for building school-houses and supporting schools.

The terms of this act required the City Council to divide the City into ten districts, in each of which within ten years they were to purchase a lot and erect a substantial building of brick or stone, to be two stories high, and containing two school rooms, all of the same size and dimensions. For the cost they were authorized to levy a tax of one mill on the dollar, and another mill for the expenses of the teachers.

The board was composed of one member from each ward elected annually by the people. Their duties were to appoint teachers and superintend their work, to select

a Board of Examiners, examine and report every three months, and file the necessary certificates. This law has long been altered and amended, but ever since that 12th day of February, 1829, the fundamental principle of the Cincinnati Public Schools has been based upon the same theory of local self-government and civic direction. A great and a manifest improvement had been made—one, too, thoroughly in harmony with the principles of American freedom; and in the same spring the trustees went zealously to work. Unfortunately their means were stinted, and close economy prevented the expansion and complete usefulness of that system conferred by the act of 1829. Even so late as 1831, some of the schools were in the basements of houses, amid stagnant water, and subject to the inconveniences of a disregard of all the most vital principles of hygiene.

It is not to be wondered at, therefore, that during the early years of our Public School System, the people, in great measure, refused to avail themselves of the opportunities it offered.

Even then, too, in that very civic inauguration of the march of education, another grievous evil arose. The keen compilers of educational manuals perceived their chance, and a war of Spelling Books, and Dictionaries, and Geographies arose. The result was the resignation of some of the trustees, and the consequent injury of the Schools. In the morning days of so great an enterprise, it was impossible that strife and contention should not have created, in an almost fatal manner, a spirit of partisanship in the Board, and disobedience among the subordinates. To these drags upon the wheel were added the unsettled relations between principal and teacher, between teacher and scholar, and the uncertainty with which a novel and ever-changing code of rules and regulations weighed upon the board, teachers and scholars.

This was so painfully apparent, and the indifference into which it was leading the people so strongly marked, that at length, in 1833, a resolution was adopted to bring the the real advantages of public education more vividly before the eyes of the people.

In pursuance of this, annual examinations of the pupils were set on foot.

Teachers from other States, public men, members of the press, and friends and relatives of those whose progress was to be tested, were invited. The city caught and acted upon the spirit of the affair, and the memorable procession of girls and boys in 1833, through the streets of the city at the close of the examinations, marks an epoch in the history of our schools. It was also at about this time that another great impetus was given to the good cause by the first annual meeting held by the Western College of Teachers in Cincinnati; and with the view of permitting the city teachers to reap every possible benefit from the association, the whole general school work was suspended during their sittings. But time was passing, and but little progress had been made in the erection of the ten substantial school houses provided for by the act of 1829. In 1833, however, a Model School House was finally built upon Race street, near Fourth. It was of brick and stone, in accordance with the law, and within two years afterward its leading features had been copied in the remaining nine districts.

The total cost of the lots and buildings was \$96,159.44, most of which was raised by five per cent. city bonds. All were of neat proportions and substantial constructions, having two rooms in each story, divided by passages, with a separate entrance for boys and girls. The rooms were thirty-six in number, each thirty-six by thirty-eight feet in dimensions, and every house had separate play-grounds for boys and girls. These were our earliest schools built under the law, the fundamental principles of which still animate our system, and insufficient as they may now appear to be, they were a boon extraordinarily great to the rising generation.

No uniformity of grading or classification had yet been reached, but by 1836, two thousand four hundred pupils were assembled in daily attendance, under the superintendence of forty-three teachers. The large majority were males, and the salaries varied from \$500 for Principals, to \$300 for Assistants. The Female Principals then received only \$250, and the Assistants \$200 a year.

In 1836, the city teachers formed a Faculty Association, and met twice a month to prepare plans for the improvement of the Schools, and a short time afterwards quarterly conferences were regularly held between the trustees and the teachers. During the same year the trustees of the Woodward High School offered to receive for the same year, for gratuitous instruction, ten boys from the Common Schools, to be selected by the School Board.

These vigorous steps resulted in the improvement of the School Board in 1837, which thenceforth was to consist of two members instead of one from each Ward, and by the united efforts of managers and teachers, and the decided improvement manifest in the pupils, the schools rapidly grew in numbers, and popularity. In 1839, the Board adopted the plan of providing schools for Orphan Asylums and in 1840, an important step was taken in providing for instruction in the German language. The necessary powers were given by an act of the Legislature of 19th March, 1840, establishing in certain District Schools a German Department, where the children were taught the German language, simultaneously pursuing the ordinary studies in English. In this manner a movement for the separation of the offspring of the two classes of our citizens was most judiciously nipped in the bud, and abundant means provided for welding into one whole the youth of our people without losing sight of the distinguishing excellencies which are the best characteristics of both the German and the native stock. The department was divided into two grades, the junior comprising all who were in the Primary grades in English, and placed under the joint care of an English and German teacher, while in the senior grade were classed all pupils who had attained to the higher grades in English. These attended once or twice a day in the German teacher's room, for the rest of the school hours remaining under the supervision of the English masters.

In 1842 Night Schools, authorized by the same law which had provided for the German Schools, were opened and sustained during the winter months, until 1857, when in consequence of the paucity and irregularity of the scholars,

they were suspended, and their success has not been strongly pronounced until, comparatively speaking, a very recent date. It was also about 1840 that special Professors of Penmanship were first added to the general staff, and their influence for good in bringing about practical success in subsequent commercial and professional life has been so clearly demonstrated that, with few intermissions owing to enforced economy, they have since been maintained upon the roll of teachers.

In 1842, a delicate question which, in one respect or another, has since that period been debated with the greatest and most unnecessary acrimony, first threatened the harmony of our public schools. It was stated by the President of the Board that the Catholic Bishop of the Diocese, objected to the text-books in use in the schools, and also to the books in circulation in the district libraries, upon the ground that they contained matter repugnant to the faith of Catholics, and also that the children were positively required to read the Protestant Bible. The Board promptly directed that in the event of any objection by parent or guardian, the children should not be required to read the King James version of the bible, or permitted to borrow books from the libraries, and teachers were prohibited, in general terms, from dwelling in a hortatory form upon any notes or comments, or in any way insisting upon anything approaching even to a sectarian explanation of the text. In October, 1845, another stride in advance was made. Mr. SYMMES proposed the establishment of a central school for the instruction of the more advanced pupils of both sexes. On the 11th of February, 1846, the School Board was authorized by the Legislature to provide for such other grades of schools, in addition to those already on foot, as might seem necessary and expedient, and also to contract with any persons or institutions "in relation to any funds for school purposes that might be at their disposal." This directly referred to a contract with the Trustees of the Hughes Fund, which as yet was without any connection with the Public Schools.

A contract, to which brief reference only can be made, was subsequently concluded for the establishment of a

Female Academy, free for the admission of girls upon terms and with instruction similar to those already afforded to boys of the Woodward High School; but it was defeated by an injunction issued from the Court of Common Pleas, sued out by members of the Council. The interposition, at first sight so ill-judged, turned out most fortunate. In 1847 the School Board established the Central School, and on the 8th of November of the same year it was opened with 103 pupils, selected, by examination from all the schools. It continued in successful operation until 1851, when it was merged into the present constitution of the High Schools. This arrangement by a fortunate union of the funds given by Woodward and Hughes with the system of Common Schools, resulted in our present High Schools, accomplishing all the benefactors could have hoped, and preserving inviolate the trusts created under their wills.

These High Schools were thenceforward to be controlled by a Union Board of thirteen members; five Woodward Trustees, two Hughes Trustees and six delegates from the School Board.

In 1849 an act of the Legislature authorized the establishment of separate schools for colored people, but, owing to legal obstacles they soon passed under the control of the School Board. The success of the School System as a whole had, however, been already fully proved, and in 1850, there was a total attendance of 5,362 scholars, with 138 teachers, meeting and working in fourteen school houses.

By an act dated the 23d of March, 1850, the election of a General Superintendent by popular vote was authorized, but in 1853 it was wisely modified by providing for a choice by the School Board.

In November, 1854, a very important change was introduced into the organization of the schools, by the creation of the Intermediate Schools. The motive was primarily one of economy. The schools had been uniformly classed into six grades, each pursuing strictly one course of study and text books, and it being a rule that each teacher should have an average attendance of forty-five pupils, it had been observed that in the two highest

grades, necessarily requiring teachers of the most experience and highest qualifications, the daily attendance did not exceed thirty-five, and in many schools thirty pupils to the teacher. It was therefore decided to concentrate the two upper grades of all the District Schools into four schools, to be called Intermediate, and in this way it was expected that the same pupils might be instructed by a much smaller number of teachers, and thus a great improvement be gained in the management of the overcrowded grades of the Primary Schools. The plan was gradually carried into effect, but not without opposition, and the result rapidly proved the wisdom of the scheme.

In 1857, a difficulty began to be felt in supplying the demand of experienced teachers then numbering a corps of three hundred, and to remedy this defect a Normal School was founded for the training of teachers, upon a scientific plan, in accordance with the advanced requirements of the age. The Normal School rapidly proved its usefulness, and education being thus offered to future educators, the higher standard of efficiency demanded was far more easily and firmly upheld.

Thus far the main facts of the early history of the School System of Cincinnati have been succinctly traced. It has seemed best to avoid adverting to many initiatory details in the vast field of public education, which might have been embraced in a long and exhaustive treatise, but which, after all, might have served but to load the waste paper basket and to cumber the shelves of the library of reference.

From 1857 till the present time, the great work of progress and improvement went on. There were lapses and delays, caused by the war and various other causes; but overcoming all, rising superior to all obstacles, the genius of the American desire for progress and enlightenment has won its way with a step sometimes temporarily checked, but ever resolute in its aim and march. In 1869 the same question which, under a partially different aspect, seemed so dangerous in 1842, again cropped out. An active movement was set on foot to exclude the Bible from the schools. The contest was strenuous and vigorous. The case, after

many public meetings, held for and against the object at stake, came up before the courts, and eventually, in appeal, the doctrine was laid down that the Board had cognizance of the admission of all books and subjects of study, the Bible included, and the exclusion was consequently maintained: It is useless to recapitulate the arguments or to analyze the decision. They have been printed in a separate volume as a report of what is known as one of the *Causes Celebres* of the West. On the 1st of May, 1873, an act was passed by the State Legislature, entitled an act "For the reorganization and maintenance of Common Schools," in which with a few trifling amendments upon point of detail, and read in connection with the city charter, will be found all the present provisions regulating our schools. Section 50, which may now be called the Magna Charta of Ohio free public education, enacts that "each Board of Education shall establish a sufficient number of schools to provide for the free education of the youth of school age within the district, at such places as will be most convenient for the attendance of the largest number of such youth, and also may establish one or more schools of higher grade than the primary schools, whenever they deem the establishment of such school or schools proper or necessary for the convenience or progress in studies of the pupils attending the same, or for the conduct and welfare of the educational interest of such districts; and the Board shall continue each and every school established by them, for not less than twenty-four nor more than forty-four weeks, in each school year; provided that each Township Board of Education shall establish at least one primary school in each sub-district of their township." The section contains many other provisos, but these essential elements, recognizing the right of the public taxpayers to demand adequate provision for the due training of their children, are the elements underlying the whole frame of our modern system. Its growth has been traced from its earliest stages, and it will be now sufficient to pass over the interval from 1857, to the present time, and exhibit to the reader the present aspect of the Public Schools of the city; their attendance, the number and

status of their teachers, and give some idea of the branches of study and the progress made, from grade to grade of the students.

It must however, be remembered that by the same act of the Legislature of 1873, previously alluded to, the Colored Schools, once under the control of the Board elected by the colored people, were placed under the control of the Board of Education, and were reorganized by the present Superintendent of Schools, Mr. JOHN B. PEASLEE, in the year 1875. The schools, then, are now managed by a Board consisting of fifty members, two from each ward, elected for two years.

The total receipts for the year ending 31st August, 1875, based upon the taxation of three mills on the dollar, and including every other source of income, such as tuition fees of non-residents, High School funds, etc., amounted to \$757,492.68. The total expenses were \$650,676.02, and this includes outlay upon two new school houses in process of erection, and an addition to another. There are twenty-six District Schools, the cost of which varies from \$7,016.93 in the lowest, to \$34,074.24 in the highest. There are also four Intermediate Schools, two High Schools, one Normal School and five Colored Schools. The Special Teachers of Music, Drawing and Penmanship attached to the general staff, working under special regulations from school to school, as their services are demanded, cost the city \$21,631.08. The total cost of the High Schools, including gas, was for the whole year, \$15,252.37. The officers' salaries, including the Superintendents of both white and colored, is \$12,341.97. The item of offices is \$1,134.70. The Public Library, not including books purchased, costs \$32,747.37; and, with general and incidental expenses amounting to \$16,368.95, the sum total of \$650,676.02 is reached.

Having thus indicated the total receipts and outlay, it will be proper to consider the subject of the education of the children, properly speaking, and upon this point a more detailed representation may be made. In both the High Schools, the A grade is the highest, and next in succession the B, C and D. In both schools the hours for study are from 8 to 1:30 P. M., with an intermission of one-

half an hour's relaxation. On Friday afternoons the A grade has also lessons in Practical Chemistry in the Laboratory, from half-past one till four o'clock, with a recess of fifteen minutes.

The full course of study in the High Schools extends over a period of four years for both sexes, both studying together in the same rooms, and taught upon the same methods, on the same subjects, and by the same teachers. There are three courses of study, the Classical, the Technological, and the General. The Classical and Technological are intended as preparatory to the University. The latter of these is for specialists, and includes Mathematics in the higher branches, Astronomy, Civil Engineering, Surveying, Chemistry, Metallurgy, Natural History, and the ordinary branches of the general course. The Classical course includes Greek, Latin, Algebra, Ancient and Modern History, German, French, Physiology, Drawing, Geometry, Trigonometry, Botany, Chemistry, Music, Physics, Elocution, and practice in original composition upon themes selected by the teachers. The general course embraces German or Latin, at the option of the scholar; Algebra, Ancient and Modern History, Physiology, French or Rhetoric (optional), Geometry, Trigonometry or Botany, English Literature, Studies of the Constitution of the United States, Chemistry, Mental Philosophy, Surveying, Book-keeping, Drawing, Composition, Elocution and Physical Geography and Physics. In the Hughes High School alone, for the year ending 25th June, 1875, the whole number of pupils enrolled was 452; 189 boys and 263 girls. Of these, 242 or 54½ per cent. were in the D grade; 122 or 27 per cent. in the C grade; 48 or 10½ per cent. in the B grade; and 37 or 8½ per cent. in the A grade. The withdrawals during the year number 119, leaving at the close 333 remaining; thus showing the withdrawal of a fraction over 25 per cent. of the whole number enrolled. Of these withdrawals, 77 or nearly 65 per cent. were from the D grade, being 31 per cent. of that grade; 34 or nearly 29 per cent. were from the C grade, being 28 per cent. of that grade; 6 or 5 per cent. from the B grade, being 12½ per cent. of that grade; and 2 or nearly 2 per cent. from the A grade, being nearly 5½ per cent. of

that grade. All of these withdrawals occurred between the opening of the school in September and the close of the same in the following June; but a large number of the pupils in all the grades do not return to the school after the long summer vacation. If the tables of both the High Schools, and in most respects they are equal, be closely examined, it appears that of those who enter these schools, 50 per cent. remain more than one year; 29½ per cent. more than two years; 19 per cent. more than three years; and 17 per cent. graduate. Comparing the High School graduation from the total number of Public School pupils, it appears that Chicago graduates an average of 2¼ per 1,000, St. Louis, 2½; Cincinnati, 3¼.

The minimum number of recitations per week required of each pupil, is fifteen, but seventeen may be offered. The rise from grade to grade is based upon these recitations, and the semi-annual and annual examinations. The maximum of marks for transfer in each subject is 100, the minimum 70. For transfer, one-half marks may be secured at the daily recitation and the other half must be won at the examinations, which it must be remembered, are not conducted in any case by those who have been engaged in teaching upon the subject tested during the year. Throughout the whole system, indeed, the Intermediate and District as well as the High Schools, no teacher is in any way suffered to affix marks upon those in whose progress he or she is interested and this secures a unity of progress and uniformity of system throughout the city; for not only are the questions in examination prepared by non-interested parties, but previous to submission to the pupils they are referred to the Superintendent of Schools and to the Committee of the Board on Examinations. After each annual examination the following prizes are awarded, the entire marks during the four years' course governing their distribution; German prize, gold medal; French prize, gold medal; best general scholar, what is known as the "Unknown," gold medal; for mathematics, a gold and silver "Ray" medal.

The Intermediate (or Grammar) Schools are, as their names import, a half-way house from the District to the

High Schools, and their object is not only to perfect the branches of learning taught in the District Schools, but to qualify the pupils for the demands of the High Schools. The full course is three years; but as the Principals in the Intermediate Schools are permitted to transfer pupils making sufficient progress, from one grade to another at any time during their pupilage, scholars not infrequently pass through the Intermediate and are admitted to the High Schools in a year and a half. As a matter of practice, however, the majority pass the full term of three years. It is gratifying to be able to say that of those who pass through the Intermediate Schools, seventy-five per cent. enter the High Schools. The average age of their admission is twelve and four-tenth years; of their leaving for the High Schools, nearly fifteen years. The minimum number of the marks to secure a transfer is seventy of a possible one hundred in each subject. Upon the question of the relative ability of both sexes, the general opinion of the teachers is to the effect that in the District Schools the girls slightly excel the boys, but this is counter-balanced by the superiority in mathematics evinced by the boys in the Intermediate and High Schools, the girls maintaining their equality in all other subjects, and being generally rather above the boys in original composition.

In the school year of 1875, there were in the Intermediate Schools, boys, 2,284; girls, 2,036, making a total of 4,320.

Exclusive of the Colored Schools, there are 31 District School houses, and in one point of view, these are the most important in our whole School System. A large number of children, upon leaving the District Schools enter at once into some employment, and, hence have no other opportunity of regular training. In the school year of 1875, in a population, according to the census of 1870, of 216,239, there were in the District Schools 12,438 boys and 11,284 girls, making a total of 23,722. Speaking upon this point, the Superintendent of Public Schools, in his annual report for 1875, and comparing the estimated number of children of school age with the enrollment in the Public Schools, says :

The census of the school youths taken September, 1874, shows that there were at the time in Cincinnati, between the ages of six and twenty-one years :

White youths.....	74,484
Colored youths.....	1,993
Total	76,477

The number attending the Public Schools at that time was	25,962
Church Schools	13,815
Private Schools	1,143
Total attending school.....	40,920

Not attending school—whites	34,399
Not attending school—colored.....	1,158
Total not attending school	35,557

This enumeration, however, includes all, male and female, between the ages of six and twenty-one years.

The Superintendent goes on to estimate the number between the more properly called school years from six to fourteen, and he arrives at a total of 46,228.

Of these 26,615 attended the Public Schools and 15,714, the church and private schools, 250 the reformatory schools, thus making a total of 42,579 attending school between these ages, and 3,649 who could not be traced; but he adds that the children of many of our more intelligent citizens receive home education, until the age of seven or eight, and many children of the poorer classes are withdrawn from the schools after they have obtained the most essential rudiments of education. It appears therefore, that a very limited number of the children of Cincinnati remain totally uneducated in either private or public schools.

The children in the District Schools are divided into five grades, ranging from H, the lowest, through G, F and E to D, the highest. In 1875 the average age of the pupils entering the H grade was six and seven-tenths years; of the G, eight and one-tenth; of the E, nine and three-tenths; of the F, ten and four-tenths; of the D, or highest grade,

eleven and four-tenths: the average of those leaving either for active life or to enter the Intermediate Schools being twelve and four-tenths years.

The children of the H grade are instructed in Reading, Writing and Arithmetic, Spelling, Singing, Grammar, Object Lessons, and Drawing, and in German, when desired by parents. In the G grade, Composition is added, and in the F, further and particular attention is paid to Grammar; in the E Geography is also studied, and in D text-books in Grammar and Geography are used, the previous instruction in these subjects being exclusively oral. In all these grades the teachers are directed to resort as much as possible, to Object Lessons, which were introduced into Cincinnati before any other city of the Union. It is the universal opinion that this Object Method at once quickens the intelligence of the young children, and saves the teacher from falling into a mere system of routine. Since commencing its practice, both teachers and taught appear to take more vivid and spirited interest in their work.

In the District Schools, semi-annual and annual written examinations are held by the Superintendent of the schools, the several Principals also holding a monthly oral or written examination, at their own option. From the written examinations, however, the H grade, the very young children, are generally excused. For transfer from a lower to a higher grade, a minimum of seventy out of a possible one hundred on general average of subjects is exacted. The marks in the District Schools for transfer are only estimated upon the annual examinations; but, to avoid keeping back bright children, the Principals are authorized to make a transfer at any time during the year; and children who may have failed at the examination are not excluded from this opportunity.

The school hours in G and H grades are four and a half hours a day, that is from 9 A. M. to 12 M. noon, and from 1:30 P. M. to 3 P. M. In the other grades of the District, and also throughout the Intermediate Schools, the morning hours are the same, the afternoon from 1:30 P. M. to 4 P. M. The schools are in session from the first of September till the last Friday in June, with a holiday from the day before

Christmas till the morning of the day after New Years. There are, in addition to these, one Colored High School, two Intermediate and five District Schools. The number of High School colored pupils is, boys 14, girls 8, total 22; in the Intermediate, boys 31, girls 54, total 85; in the District Schools, boys 398, girls 448, total 846. The total colored population of the city, between the ages of six and twenty-one years, being in 1874, 1,993. The general age of the colored pupils in all the schools is higher than that of the whites; the subjects taught are the same.

The general subjects of study are taught by the general corps of teachers in the Public Schools of Cincinnati, but there are other subjects for which special teachers are provided. These are Music, Drawing and Penmanship. In Music the theory and practice of singing are taught, and examinations in both are held twice a year. The children are noted far and wide for their proficiency, and the best proof of their attainments was the excellent method with which they contributed to the success of both the biennial May Musical Festivals. At these festivals about fifteen hundred children were present, and took part in such music as the "Prayer," from Gluck; "Night Shades no Longer," from "Moses in Egypt;" the "Praise of Friendship," from Mozart; etc. All the chief musical journals and most of the great dailies of the United States were represented at these festivals, and with one voice they all declared that the musical education of the Cincinnati children was unrivaled in the land.

There are seven special teachers of Music, including the Superintendent, who teach exclusively in the Intermediate and High Schools, and the D grade in the District Schools, and superintend the teaching in the lower grades.

Their salaries are \$1,800 per annum; the Superintendent receives \$2,000.

Drawing, like Music, is taught in all the grades of the Public Schools, the first year upon slates, and afterward with paper and pencil. Only an hour and a half a week is devoted to Drawing, but the specimens exhibited at the annual examinations prove the great progress made by the pupils.

There are two male, and three female teachers of drawing, the salaries of the ladies ranging from \$700 to \$800, and those of the gentlemen from \$1,500 to \$2,100.

In Penmanship the city is noted for the calligraphy of the pupils. There are three teachers—a Superintendent and one lady and one gentleman. The salary of the Superintendent is \$1,800, that of his assistants \$1,000 a year. In the District and Intermediate Schools the regular teachers also give instruction in teaching under the supervision of the special teachers. Writing is taught upon the black-board and the slate and paper. The Superintendent of these special branches gives instruction to the teachers as well as the pupils, and is authorized twice a month to dismiss the schools from the regular duties of the day, and substitute special instruction in his own department. This rule has had the happiest results, and has raised the standard both among the teachers and pupils.

In German there is, also, special study; but there are not, as in Music, Drawing and Penmanship, special teachers. The Germans are so important and influential an element in our community, nearly one-third of our population being German or of German origin, that the knowledge of the language is here most certainly a necessary element of Common School education. The State law enacts that whenever there are 70 parents in any school district, representing forty-five pupils, German must be taught. This is a feature of the law common to Cincinnati and to the whole of the State. In the districts where this is demanded—and this is the case in twenty-five of the twenty-six School Districts in Cincinnati—in the four lower grades of the District Schools a moiety of the school-hours, excepting those devoted to Music and Drawing, which are counted against this division, are devoted to German. In the D grade one hour a day, and in the Intermediate and High Schools forty five minutes, are German.

The Superintendent of the Public Schools, in his report from which quotations have already been made, says:

The following table shows the number enrolled last year in the German Departments of the District, Intermediate

and High Schools, and what per cent. that number was of the whole number enrolled in these schools (exclusive of the Colored Schools):

<i>SCHOOLS.</i>	<i>Enrolled.</i>	<i>Per Cent.</i>
District Schools.....	13,622	59.5
Intermediate Schools	1,275	30.
High Schools.....	222	25.
All the Schools	15,119	53.2

The increase in the enrollment in the school (exclusive of the Colored Schools) was one hundred and seventy-one over the previous year, while the increase in the German Department was one thousand and twenty-seven.

During recent years the question has been debated whether the study of another language retards or advances the study of English. The experience of the Cincinnati schools would clearly point to the negative. Theoretically it facilitates and makes clearer by comparison, the laws of Grammar, and practically it has been found that the average age of children going from the District to the Intermediate Schools, passing in English the same examination, is lower than that of those whose studies have been restricted to English alone. This fact, as well as the great advantages conferred by the knowledge of German in many districts of what may be termed a bilingual population, conclusively proves the justice of the views of the advocates of German training in our Public Schools. On the other hand, it certainly has not had the effect of lessening the influence and the acquisition of the English language upon our German fellow-citizens.

In addition to these general and specific opportunities for study, Night Schools have been opened during the four winter months of the year. They were first established in 1869, for the benefit of youths and young girls

over fourteen years of age, who were unable to attend the regular day schools. The average yearly attendance is 1,542. Last year there were of these schools Ten Districts and one High School. The teaching in the Night High School is conducted upon the elective plan, adopted three years ago, by the terms of which each pupil is allowed to select both the nature and the number of his studies, and is required to be present only at the time of recitation; secondly, to the fact that specialists are employed as teachers, thereby insuring a high order of instruction in the several branches. The following are the branches taught: Arithmetic, Grammar, Penmanship, Drawing, Elocution, Book-keeping, Anatomy and Physiology, Physics, General History, American History, Constitution of the United States, Algebra and German.

At the close of the last session of this school, 27 members of the A class in Book-keeping received diplomas, after having passed satisfactorily a rigid examination upon questions prepared by practical book-keepers. A number of the graduates of this school are now holding responsible positions in business houses of this city.

The children, although they are the object of all the solicitude, are not the only elements of the educational system of Cincinnati. Provision has been made, as was designed in the early period of our School History, to establish a Normal School to train teachers to their special work.

Into the Normal School of this city all graduates of the High School are admitted without any examination; all others are required to undergo the examination of a teacher previous to appointment. A condition precedent, however, is a declaration of intention to teach in the Public Schools of the city, and graduation in the Normal School is considered equivalent to two years' experience in teaching; the graduates, on appointment, being paid in accordance with this rule upon the scale to be found hereafter. The result is, that of the 240 Normal School graduates, nearly all are already employed in the profession. German and English branches of a liberal education are both taught, and particular attention is paid to the theory and

practice of teaching. The following figures will give the reader some idea of the work of the Normal School:

Number of pupils graduated June, 1875, English	35
Number of pupils graduated June, 1875, German.....	6
Number permanently withdrawn.....	4
Number remaining at close of the year.....	33
<hr/>	
Total enrollment	78

In the Normal School the Principal is a lady, Miss DELIA LATHROP, receiving a salary of \$2,000 a year. She has five assistants, their salaries varying from, ladies \$800 to \$1,000, and the gentlemen \$1,600.

In addition to this method of cultivating the ability of instructors, the teachers of the city generally have formed themselves voluntarily into three City Teachers' Associations, one composed of the English Principals, the second of the whole body of German teachers, the third of the lady teachers. These Associations meet once a month for the purpose of comparing views upon teaching, text-books and every other subject connected with their calling.

The rules of the Board of Education, moreover, require the teachers to meet in what is known as the Teachers' Normal Institute, held during the week preceding the annual September school opening. The Institute is presided over and its exercises conducted by the city Superintendent of Public Schools. Noted educators in special branches from abroad are employed to give instruction to the teachers, who are then paid as for regular school duty, and subjected, generally, to the same rules and regulations which affect their own pupils during term time. The Institute is divided into two departments, English and German. It is universally admitted that this Institute has contributed materially to the energy, progress and enthusiasm with which the schools are conducted, and the employment of specialists from abroad has infused new life and honorable rivalry into our home teachers.

In the two High Schools, the Hughes and the Woodward there are twenty-three teachers. The salary of the

Principals is \$2,600 a year, that of their male assistants from \$1,200 to \$2,200, and that of the ladies from \$1,000 to \$1,500 according to time of service.

In the four Intermediate Schools there are twenty-seven male teachers, and sixty-seven ladies. The salary of the Principals vary with years, from \$1,900 to \$2,100, that of the ladies from \$700 to \$800, and of the male assistants from \$1,200 to \$1,500.

In the District Schools there are 51 male teachers and 356 ladies. The Principals receive from \$1,700 to \$1,900 a year, the male assistants from \$1,000 to \$1,300, and the ladies from \$400 to \$700. Graduates of the Normal School, or ladies of two years' experience, commence with the salary of the third year, and the increase in salary of the gentlemen from the minimum to the maximum is \$100 a year, and that of the ladies is \$50. The Colored School teachers, of whom there are seventeen in all in the city, are paid upon the same scale as in the white schools.

The Public Library is another adjunct of the Public School System. In 1855 the small Public School Libraries scattered through the city, were collected together and placed in the rooms of the Board of Education. In 1856, a partial union was effected with the Mechanics' Institute, and the books transferred to its shelves. During the same year it was resolved to levy a legal tax of one-tenth of a mill for Public Library purposes, and in September, 1868, the present lot was purchased. The Public Library built at a total cost, including the site, of a little over \$400,000, was formally opened in February, 1874. The total number of books upon the shelves is 78,249, and the circulation to the date of the last school year was 215,220 volumes. The Library is under the control of a Board of Managers, appointed by the members of the Board of Education. From what has been said, it is evident that the educational facilities of Cincinnati are second to none in the land. Prominent educators from abroad have admitted this, and they have also confessed that the teachers have striven with all their energy and ability to turn to the best account the means at their disposal; nor has the cost been excessive.

The tax of three mills on the dollar has, according to the Superintendent's report for the year ending August 31, 1875, been expended as follows: The amount paid for tuition was:

District Schools	\$321,822 27
Intermediate Schools.....	65,507 20
High Schools.....	34,844 37
Normal School.....	6,986 45
Total.....	<u>\$429,169 29</u>
Music	\$12,174 89
Penmanship.....	3,650 79
Drawing	5,805 40
Total Special Teachers.....	<u>\$21,631 08</u>
Grand Total	<u>\$450,791 37</u>

The average cost of special teachers per pupil, estimated on the whole number enrolled, was seventy-eight cents; on the number belonging, ninety-five cents; and on the number in attendance, ninety-nine cents.

The average tuitionary cost per pupil, estimated on the the whole number enrolled was (the average cost of special teachers included):

District Schools	\$14 34
Intermediate Schools	20 97
High Schools.....	41 43
All the Schools.....	<u>\$17 78</u>

On the average number belonging:

District Schools	\$18 49
Intermediate Schools	25 03
High Schools.....	48 03
All the Schools	<u>\$20 31</u>

On average number attending:

District Schools.....	\$19 26
Intermediate Schools	25 76
High Schools.....	49 15
All the Schools.....	<u>\$21 10</u>

Non-residents, it is added, attending the District Schools, are required by the rule of the Board to pay a tuition fee of sixteen dollars per year, which is two dollars and forty-nine cents less than the average cost per pupil; those attending the Intermediate Schools, twenty dollars, which is five dollars and three cents less than the cost.

A great, perhaps unparalleled, effort has been made to train the pupils in personal neatness and order. This is carried so far that the teachers observe its requirements in the most minute details. They pay attention to the cleanliness of the children's hands as well as to the uniform order and elaborate neatness and method exacted even in Arithmetic upon the slate. The figures and the problems can, from a slate, be easily expunged; but it has not been thought sufficient to demand accuracy of Arithmetic. The figures must be traced as accurately and with a care as great as though they were graven on stone. This system, carried out in every department, has produced another good result. The pupils are actually far quicker, more rapid in their work, than when permitted to execute it in a slovenly manner.

The people of Cincinnati have every reason to be proud of their schools. They feel that they are not mere forcing houses of instruction, but inevitable nurseries of all the habits, morals and conduct that will be most invaluable in after life in every career.

APPENDIX.

It has been considered advisable to add as an appendix to the foregoing sketch of the Common School System of Cincinnati, some slight mention of a few among her other great educational establishments.

The Catholic Parochial Schools educate now about 17,000 children.

In addition to these, the Sisters of Mercy, the Sisters of the Sacred Heart, and the Sisters of Charity, at Mount St. Vincent, educate numbers of children and young ladies within the walls of their convents.

The Franciscan Brothers also bring up many that would be otherwise mere waifs and strays.

At the Seminary at Mount St. Mary's there is accommodation for 200 young men, who are there specially trained for the priesthood.

Three years ago a movement was made to build and endow a Hebrew College, in connection with the Union of American Hebrew Congregations. About \$70,000 has already been subscribed, and in October last the College was opened. There are now eighteen students studying for the office of Rabbi.

The St. Francois Xavier College is the largest establishment of its kind in the west, and students are received from all parts of the Union.

The University of Cincinnati is now in active work. The University is free to all persons, of both sexes, residents of Cincinnati, and students from abroad are received for a fee of \$60 a year for a full course, and \$30 for a single study. There are chairs in Mathematics, Astronomy, Civil Engineering, Physics, Chemistry, Ancient Languages, History and Philosophy, French and German, and degrees are conferred.

In the School of Design, carried on in connection with the University, Drawing from the Antique, Painting in Oil and Water Colors, and Wood-carving are taught. Lectures are regularly given in the Law School and students are admitted to the bar.

The Lane Theological Seminary, the Mount Auburn Young Ladies' Institute, and the Cincinnati Wesleyan College for young women, have all been built at great expense, are well endowed, and amply provided with Professors, Laboratories, etc.

In medicine, the Medical College of Ohio is second to none in the country, and the faculty are eminent in the profession. The Miami Medical College is amply provided with every requisite for the instruction of students. Cincinnati has also its Colleges of Medicine and Surgery, the Eclectic Medical College, the College of Dental Surgery, the Pharmaceutical College, and the Ophthalmic and

Aural Institute. There are also several Private Schools and Commercial Academies.

Besides the Public Library, of which mention has already been made, there are the Young Men's Mercantile Library Association with 56,254 volumes, the Law Library, the Library of the Historical Association, and the rich and full collection of books, chiefly Theological, in the Libraries of St. Francois Xavier College; and the beautiful Seminary of Mount St. Mary's on Price's Hill.

The Observatory presents admirable facilities for the study of Astronomy.

Cincinnati High Schools.

A BRIEF SKETCH OF THE HISTORY, THE RISE AND PROGRESS AND PRESENT
CONDITION OF THE WOODWARD AND HUGHES HIGH SCHOOLS OF CINCINNATI.

BY W. R. LOOKER.

THE citizens of Cincinnati have solid and valid reasons for being proud, not only of their successful and comprehensive system of District Schools, but also of their unsurpassed institutions called High Schools, represented by the Woodward and Hughes. The motives that induced the establishment and endowment of these schools were the same. Two citizens of Eastern States, immigrating to this city in early times, happened to locate their purchases of lands, for farming purposes, on the then extreme outskirts of Cincinnati, where, for a few hundred dollars, they became possessed of acres of land which, before their deaths, became very valuable; and which now, 1876, is worth the same price per front foot as the whole cost when originally purchased. The names of these gentlemen were WILLIAM WOODWARD and THOMAS HUGHES: modest, unassuming men, whose only aim in life seemed to be to live humble, honest and honorable lives, and to leave that behind them which would cause all after generations to rise up and "call them blessed." They fully succeeded in their wishes, and have left behind them enduring monuments, not of stone nor brass, but two bright and shining institutions, where forever enduring knowledge may be acquired, and where the children of the people may receive tuition in the higher branches of study. These men, humble in their aspirations, "built wiser than

they knew," as the outcome, even at this day, of the institutions established by their munificence most indisputably attests. It is meet, therefore, that the names and fame of these benefactors of the human race should be perpetuated and handed down to the generations who are to succeed us, and who are to be benefited by their beneficence and wisdom.

WILLIAM WOODWARD,

the first to move in the establishment and endowment of a High School in Cincinnati, immigrated to this city in his early life, reaching Cincinnati in the days of its infancy. He came from the State of Connecticut, one of those thrifty New England States where frugality and economy were sternly compelled by a sterile and scanty soil. He sought to establish for himself a new home in the fertile regions of the west, where a rich soil and benignant climate offered attractions which to most men were overbalanced by the dangers that attended the early settlers, and the privations (of which we at this day have little idea) to which they were obliged to submit.

Mr. WOODWARD's means were limited. He possessed enough, however, to enable him to purchase a small farm in the now north-western part of Cincinnati, and at the foot of one of the beautiful hills which encircle the city. Here with his frugal New England ways, during a long life, he cultivated his farm diligently, and faithfully discharged his duties as a citizen, and as a good neighbor and consistent Christian.

In the decline of life, he found himself fortunate in wordly wealth, gained mainly by the growth of the city toward his little farm. Having no extravagant tastes to gratify, choosing rather the quiet life he had been used to, Mr. WOODWARD naturally cast about him to find some wise counselor and esteemed friend, whose advice and ripper experience in the ways of the world might aid him in the disposition of his surplus means. That counselor was found in his neighbor, SAMUEL LEWIS, Esq., who very wisely and judiciously decided that, in view of the state of society and our educational institutions at that time, nothing

better or more noble and enduring could be devised than to employ this offered wealth in the education of the children of the people—especially those of the poor. This advice meeting the approbation of Mr. WOODWARD, he at once transferred that portion of his farm nearest the city to Trustees, to form an endowment for establishing and maintaining Free Schools, providing that if more applications were made than could be granted, orphans and the children of widows should have the preference.

His friend, SAMUEL LEWIS, and his nephew, ORMOND COGSWELL, were constituted Trustees for life of his donation, with power to appoint their successors.

The power to appoint three other Trustees was vested in the City Council. Mr. LEWIS was the chief manager of this trust, and it became the principal business of his life. He managed it so successfully that the revenues soon became considerable—a school was established, and for some time was in successful operation. After the adoption by the State, of the Common School System of education, the Woodward School became superfluous.

In order, therefore, to retain the benefits of Mr. WOODWARD'S donation, it became necessary that the provisions of the trust should be changed. The Common Schools were sufficient for the preparatory studies. Something beyond them was needed—a High School or College. Mr. WOODWARD had divested himself of all revenues from the property he had assigned, but he could and did modify the terms on which that assignment was made, so as to allow the Trustees to establish the Woodward College and High School. As occasion required, other changes were made during the lifetime of Mr. WOODWARD, and he had the happiness of seeing his intentions carried out as he had intended and directed. He died at a good old age, leaving, in the brief history of his obscure and uneventful life, a lesson more valuable to his fellow-citizens, if duly appreciated and remembered, than even the endowment of the Woodward High School.

After the union of the High and Common Schools, the building, authorized by Mr. WOODWARD, was taken down, and the present magnificent Woodward High School

building was erected in its stead, as a most fitting monument to the memory and wisdom of its generous and beneficent founder.

The Woodward High School was established in 1851, as also was the Hughes High School; and these schools filled the place of not only the schools established by Mr. Woodward, but also of a Central School, established by the School Board of the Common Schools in 1847. Up to the date of the establishment of the Woodward and Hughes High Schools, which was the result of a union of the respective Trustees of both funds, the Woodward Trustees had in operation what was called Woodward College. This college had been in existence since 1836, and many of its pupils were from the Common Schools, an arrangement having been made by which ten scholars from each District or Common School, conspicuous for their superior acquirements, should have tuition in Woodward College. From the date of its opening until July, 1851, the "Old Woodward" (as it is affectionately termed by those who were, in days gone by, students within its walls), had given tuition to 1,377 pupils; had graduated 40 pupils with the highest educational honors, and had conferred the degree of A. M. on 13 of its graduates, viz : Class of 1844, SAMUEL D. BALDWIN, CHARLES D. BEACH; Class of 1846, CHARLES E. MATTHEWS, P. K. CADY, LAFAYETTE MOSHER; Class of 1849, STAATS G. BURNET, WILLIAM G. WILLIAMS, B. O. M. DEBECK, ERWIN HOUSE, JAMES M. LEA, GEORGE W. COPELEN, JOSEPH C. HARDING, W. G. W. LEWIS.

HISTORY OF THE HUGHES HIGH SCHOOL.

THOMAS HUGHES was a neighbor and friend of WILLIAM WOODWARD. From frequent conferences with Mr. Woodward, he became imbued with a desire to imitate his plan in the education of the poor, and thus become a benefactor of his race to the remotest period of time. Like Mr. Woodward, he had no children of his own, and therefore was willing to adopt the children of the poor as his heirs. His farm adjoined that of his friend on the north, but being further from the city, on the hills was not so

valuable, and could not be converted into town lots within any reasonable period of time.

The plan adopted by Mr. HUGHES was different from that of Mr. WOODWARD. He bequeathed his land to WILLIAM WOODWARD, WILLIAM GREENE, NATHAN GUILFORD, ELISHA HOTCHKISS and JACOB WILLIAMS, as Trustees, to manage the trust. These gentlemen considered it best to lease the land on perpetual ground rent, leaving the proceeds to accumulate until it amounted to a sum sufficient for the erection of a building suitable for a High School or College, to be thereafter supported from the accruing rents. This plan not working as anticipated, the Trustees through SAMUEL LEWIS, Esq., sold out the interest in the ground rents to EDEN B. REEDER, who agreed to pay annually to JACOB WILLIAMS, the Treasurer of the Board of Trustees, a certain specified sum. This contract was promptly paid by Mr. REEDER for some years, but from want of proper attention on the part of the Trustees, several thousand dollars were lost to the fund, and there was not enough left to justify the entering into a building contract.

After Mr. REEDER had been in possession of the trust for several years, he sold his interest for \$30,000 to the firm of McCLEARY & BISSELL, pork packers, who, having failed in business, transferred the Hughes rent to GREENBURY DORSEY, of New Orleans, as payment of their indebtedness to Mr. DORSEY. Mr. DORSEY having become indebted to GEORGE GRAHAM and ROBERT BUCHANAN, of Cincinnati, through a financial transaction with MORGAN NEVILLE, judgment was obtained against Mr. DORSEY by creditors, and his interest in the Hughes estate was sold to pay his liabilities. The Court appointed SALMON P. CHASE as attorney and commissioner to make a settlement, and by a compromise with the creditors, the City of Cincinnati was again placed in possession of the assets which had been sold to Mr. REEDER. Since that time the rents received from this tract have been regularly and annually paid into the Common School Fund.

In 1852, when the Woodward and Hughes Funds were united, and merged in the City School Fund and a Union

Board, the Hughes Fund amounted to twelve or thirteen thousand dollars, sufficient, it was deemed, to justify the erection of new school buildings. Accordingly the city lot, on Fifth street, west of Central Avenue, was selected for the Hughes High School Building, and the building of it advertised to be let to the lowest bidder. On opening the bids it was ascertained that DANIEL LAVERY'S was the lowest. It included every thing complete, Mr. LAVERY proposing to hand the keys to the Committee for the sum of twenty-three thousand dollars, a sum much below its real cost, as Mr. LAVERY afterward admitted. He said he, as a Catholic, made the bid, supposing, of course, that a Committee of Protestant Trustees would reject it; but he was mistaken. He stood honorably up to his contract, and thus the city secured a splendid school building for a very small cost.

THOMAS HUGHES was an Englishman, by birth, and a shoemaker by trade. His shop and dwelling house was built on a corner of his tract of land which, at that time, was estimated at about thirty acres, and valued at five or six hundred dollars. The land was located principally on the side of the hill between Main and Sycamore and Liberty streets, on the north of the corporation line.

Mr. HUGHES was a believer in the Christian religion, but never attached himself to any religious society, and when he made his will, though visited by members of several denominations, he was careful to reject all donations to religious societies, and carefully avoided all sectarian influence. Old and tried friends ministered to his wants in his last days of illness, and it is to their influence, undoubtedly, that he determined to give his estate, and all he was worth, to the cause of free education, and most especially for the education of the children of Cincinnati. To his friend JOHN MELINDA, and a few others, he willed a few acres of land; the remainder as before stated, was assigned to Trustees for educational purposes.

Thus a second foundation was laid in the upbuilding of education in Cincinnati, which resulted in the establishment of that excellent institution, the Hughes High School.

MANAGEMENT OF THE TRUST.

In 1846 the question of consolidating the Woodward and Hughes Funds was proposed, and in 1849 a plan was actually agreed upon, drawn up and signed by the different Trustees. This union of the two funds proved so great a success that there has, from the date of the consolidation, been no trouble in the conduct of the schools. A Union Board has been formed, consisting of the Trustees of the Woodward and Hughes Funds, and members of the City Council, under whose direction the schools are managed, and the revenues looked after and utilized. The results are two beautiful school edifices, the Woodward in the eastern part of the city, and the Hughes building in the western part. They are both proud monuments to their originators, and are cherished as rich jewels by the citizens of Cincinnati.

The present Union Board, 1875-'76, is made up of some of our very best citizens. Its *President* is H. McCOLLUM, Esq.; *Vice-President*, M. W. OLIVER, Esq.; *Secretary*, B. O. M. DEBECK, Esq., who is also Clerk of the Board of Education.

The delegates to the Union Board from the Board of Education are :

H. McCOLLUM, ISAAC SIMON, J. F. FASIG, JOHN McGRIL, ANDREW KNELL and C. W. OVERAKER.

From the Woodward Fund—WM. GOODMAN, ALPHONSO TAFT, A. T. GOSHORN, T. G. SMITH and M. W. OLIVER.

From the Hughes Fund—H. H. TATEM and C. H. STEPHENS.

INITIAL CITY LEGISLATION.

The first act or resolution passed by the City Council of Cincinnati, looking to the consolidation of the Woodward and Hughes Funds, and the establishment of the now flourishing High Schools bearing the names of

Woodward and Hughes respectively, is dated May 19, 1851, and is as follows:

"Resolved, by the City Council of the City of Cincinnati: That this Board promptly and heartily indorses and assents to the confirmation and execution of the triple contract of the Board of Trustees and Visitors of the Common Schools of Cincinnati, of the Trustees of Woodward College and Hughes High School, and of the Trustees of the Hughes fund, hereto attached, according to the provisions of the Act of the General Assembly of Ohio, passed July 11, 1845, and to the fullest extent that such advice and consent may be necessary: Provided, That the Board of Trustees will consent to rescind the requisite of building one of the school houses upon the Hughes lot, and will consent to its sale, and the purchase of another lot in a more western part of the city with the proceeds of such sale."

The proviso was acceded to, the resolution of the City Council went into full force, the Hughes lot was sold, another lot purchased, and the present beautiful and commodious building erected.

SAMUEL LEWIS (the real manager and promoter of the Woodward Fund), in a report of the Trustees of the Woodward Fund, dated in 1851, said:

"This Board suspended the Woodward College at the close of the year (1851), in June last, and the arrangement has been made with the city to place the funds in the city treasury, and allow the future management of the High School to be in the hands of a Board of thirteen Trustees, nine of which shall be selected by the City Council, the Board of Trustees and the Visitors of the Common Schools. By this arrangement the result sought by our donor, and by this Board, is attained, since it provides for the free education of all the youth of the city, while the amounts of the Woodward and Hughes funds secured to the city, actually reduces the expenses of the city, at the same time that it establishes free High Schools of the best class for all the city."

These were the initial steps toward a plan which has furnished the youth of Cincinnati, free of all cost, a system of higher education not surpassed by any other city or State in the Union, and has made our city renowned throughout the civilized world for her culture and refinement.

So highly are these High Schools appreciated that pupils are sent to them from not only the outlying suburbs of Cincinnati, but from all the surrounding States, for which a stated annual tuition fee is charged. And so valuable are its certificates of graduation, that, among business men, it has only to be shown that an applicant for employment is possessed of one, to be conceded the highest consideration, and, if possible, the place applied for. Graduates from these schools have, for years, occupied prominent positions in the business ranks, in legislation, and in all branches where superior culture and education are required.

Since the organization of both the Woodward and Hughes High Schools, and the old original Central School, the following named gentlemen have officiated as Principals:

INSTRUCTORS IN THE CENTRAL SCHOOL.

H. H. BARNEY, - - - - -	<i>Principal.</i>
JOHN M. EDWARDS, - - - - -	<i>Assistant.</i>

Principals of Woodward and Hughes High Schools from 1851 to 1876:

WOODWARD.

DR. JOSEPH RAY,
D. SHEPARDSON,
M. WOOLSON,
GEO. W. HARPER.

HUGHES.

H. H. BARNEY,
CYRUS KNOWLTON,
J. L. THORNTON,
E. W. COY.

Pupils are admitted to these schools annually, and examinations are conducted in June of each year by the Union Board of High Schools. To secure admission, candidates must secure a general average of seventy per cent. on written answers in English Grammar, Arithmetic, Geography, History of the United States, Reading, Spelling, Penmanship, Music and Drawing. Penmanship, Music and Drawing averaged as one subject.

No punishments are inflicted, except in deportment marks, affecting the pupil's grade, suspension and expulsion. In the contest for prizes the deportment record counts one-fifth, the recitation and examination record

the other four-fifths. The first Principal of the Woodward, DR. JOSEPH RAY, at his death bequeathed an annual gold medal of the value of fifty dollars to the best scholar, and a silver medal to the second best. There is also, in the Woodward School, a gold medal awarded annually to the young lady of the graduates who has obtained the highest record for scholarship. This last medal comes from an unknown source, and is called "The Unknown Medal." There is also a silver medal given, of the value of about twenty-five dollars.

About two-fifths of the present corps of teachers in the Public Schools of Cincinnati are graduates of the High Schools, and a large number of the remaining three-fifths have entered the school-rooms from the lower grades of these schools, or by passing to the Normal School at the end of their third year's course, and from thence to the school-room.

The value of the Woodward and Hughes school property, including lots, buildings, apparatus, libraries, furniture, etc., is as follows: Woodward, \$130,000; Hughes, \$99,500.

PART SECOND.

BOARD OF EDUCATION
OF THE
School District of Cincinnati
1876-'77.

OFFICERS OF THE BOARD.

PRESIDENT.

WILLIAM J. O'NEIL, - - - - - No. 117 Walnut street.

VICE-PRESIDENT.

OLIVER BROWN, - - - - - No. 2 West Third street.

CLERK.

B. O. M. DEBECK, - - - - - No. 21 West Findlay street.

ASSISTANT CLERK.

R. J. MANNING, - - - - - No. 210 West Court street.

OFFICERS OF THE SCHOOLS.

SUPERINTENDENT OF SCHOOLS.

JOHN B. PEASLEE, - - - - - No. 171 Clinton street.

SUPERINTENDENT OF BUILDINGS.

WM. H. ADAMS, - - - - - Office, 399 W. Fifth street.

OFFICE OF THE BOARD.

North-east room on first floor of Public Library Building on Vine street,
between Sixth and Seventh streets.

ROLL OF MEMBERS

For the School-Year 1876-'77.

WARD.	Year.	NAME.	RESIDENCE.
1st Ward.	1 year	O. W. HENDRICKSON.....	Watson street, Pendleton.
	2 years	FRANCIS B. KEARNEY.....	578 Eastern avenue.
2d Ward.	1 year	C. W. OVERAKER.....	Albion Place, Mt. Auburn.
	2 years	CHARLES BIRD.....	Vine street, Walnut Hills.
3d Ward.	1 year	JOHN H. RIEKEN.....	Abigail and Pendleton streets.
	2 years	LOUIS MASSMANN, Jr.....	53 Milton street.
4th Ward.	1 year	DANIEL FINN.....	185 East Sixth street.
	2 years	WM. J. O'NEIL.....	55 Baum street.
5th Ward.	1 year	PETER LAUER, Jr.....	N. W. corner Pearl and Pike sts.
	2 years	JOSEPH MOSES.....	59 Butler street.
6th Ward.	1 year	JOHN FREY.....	154 East Fifth street.
	2 years	JOHN HURLEY.....	76 East Sixth street.
7th Ward.	1 year	WILLIAM KUHN.....	57 Allison street.
	2 years	LOUIS F. WEHMER.....	505 Sycamore street.
8th Ward.	1 year	HENRY J. BERENS.....	S. W. corner Water and Plum sts.
	2 years	THOS. MCFEELY, M. D.....	31 Race street.
9th Ward.	1 year	BENJ. H. COX.....	S. E. corner Elm and Eighth sts.
	2 years	WM. H. MUSSEY, M. D.....	70 West Seventh street.
10th Ward.	1 year	S. W. SIEBERN.....	474 Elm street.
	2 years	J. M. BUHRMANN, M. D.....	490 Elm street.
11th Ward.	1 year	FRANZ C. SEITER.....	26 West Liberty street.
	2 years	WM. B. FRINTZ.....	Fox street, near Inwood Park.
12th Ward.	1 year	LEONARD W. GOSS.....	Brown avenue.
	2 years	HERMANN ECKEL.....	686 Vine street.
13th Ward.	1 year	F. X. BUSCHLE.....	656 Race street.
	2 years	HENRY BROCKMANN.....	162 West Liberty street.
14th Ward.	1 year	J. N. HENZLER.....	723 Central avenue.
	2 years	CHAS. H. STEPHENS.....	73 Dayton street.
15th Ward.	1 year	FRANK A. TUCKER.....	26 Clinton street.
	2 years	J. W. UNDERHILL, M. D.....	434 John street.
16th Ward.	1 year	ALEXANDER LONG.....	353 John street.
	2 years	ANDREW KNELL.....	N. W. corner Elizabeth and Cen- tral avenue.
17th Ward.	1 year	ROBERT J. MORGAN.....	284 West Seventh street.
	2 years	ISAAC SIMON.....	286 West Seventh street.
18th Ward.	1 year	HENRY MACK.....	294 West Fourth street.
	2 years	SAM'L B. WARREN.....	123 John street.
19th Ward.	1 year	GEO. D. HADLEY.....	460 West Third street.
	2 years	FERDINAND PUTTMANN.....	Junction of Front and Mill sts.
20th Ward.	1 year	DRAUSIN WULSIN.....	Grand Hotel.
	2 years	FRANCIS FERRY.....	547 West Court street.
21st Ward.	1 year	FRANZ H. MACKE.....	736 West Front street.
	2 years	WILLIAM FOX.....	German street, 21st Ward.
22d Ward.	1 year	THOS. DAVIES.....	304 Clark street.
	2 years	WM. H. MORGAN.....	199 Baymiller street.
23d Ward.	1 year	OWEN OWENS.....	166 York street.
	2 years	HENRY R. LANDMEIER.....	Western and Sherman avenues.
24th Ward.	1 year	WILLIAM LUSBY, Jr.....	4 Western avenue, Fairmount.
	2 years	WILLIAM F. BUSH.....	Colerain pike and Hopple street.
25th Ward.	1 year	C. W. WHITELEY.....	Colerain pike and Dorman street.
	2 years	OLIVER BROWN.....	Spring Grove avenue.

STANDING COMMITTEES

For the School-Year 1876-'77.

*Boundaries.*Davies, Buschle, Whiteley, Mc-
Feely, Kearney.*Buildings and Repairs.*Lusby, Overaker, Tucker, Hadley,
Frey.*Claims.*

Lauer, Owens, Simon.

*Course of Study and Text-Books.*Eckel, Long, Ferry, Mussey, W.
H. Morgan.*Discipline.*Rieken, Hendrickson, Kuhn, Mus-
sey, Lauer.*Drawing.*

Owens, Whiteley, Siebern.

*Examinations.*W. H. Morgan, Goss, Warren,
Bährmann, Eckel.*Fuel.*

Moses, Henzler, Fox.

*Funds and Taxes.*Goss, Stephens, Mack, Frintz,
Massmann.*Furniture.*

Buschle, Kearney, Macke.

*German Department.*Knell, Puttmann, Siebern, Land-
meier, Wehmer.*Gymnastics.*

McFeeley, Underhill, Bährmann.

Law.

Long, Cox, Wulsin.

Lots.

Wulsin, Davies, Brockmann.

Music.

Massmann, Warren. Knell.

Night Schools.

Frey, Bird, Seiter, Stephens, Macke

*Normal School and Teachers' Insti-
tute.*Simon, Hadley, Ferry, R. J.
Morgan, Seiter.*Penmanship.*Berens, Hurley, Bush, Landmeier,
Warren.*Printing.*

Cox, Berens, Simon.

*Report and Excuses.*Macke, Henzler, Bush, Bird,
Brockmann.*Rules and Regulations.*Brown, Finn, Owens, Rieken,
Overaker.*Salaries.*Kuhn, Moses, Hendrickson,
Puttmann, Lusby.*Stores and Furnaces.*Finn, Kuhn, Brown, Frey, R. J.
Morgan.*Supplies.*

Hurley, Tucker, Hadley.

*Ungraded Schools.*Overaker, Fox, Frintz, Wehmer,
Underhill.

LOCAL TRUSTEES

For the School-Year 1876-'77.

<i>SCHOOLS.</i>	<i>LOCATION.</i>	<i>TRUSTEES.</i>
1st District.....	Liberty, east of Spring street	Rieken, Bührmann, Massmann
2d District.....	Sycamore, south of Fifth.....	Frey, Hurley, Long.
3d District.....	Ellen street.....	Lauer, Finn, O'Neill.
4th District.....	Front, east of Washington...	Moses, McFeely, Kearney.
5th District.....	Third, east of Plum street....	Berens, Mack, McFeely.
6th District.....	Elm and Adams streets.....	Siebern, Buschle, Bührmann.
7th District.....	Fourth, west of Smith street	Hadley, Berens, Puttmann.
8th District.....	Eighth, west of John street..	Simon, Hadley, Ferry, R. J. Morgan, Seiter.
9th District.....	Ninth, west of Vine street ...	Cox, Mussey, Warren.
10th District.....	Vine, south of Thirteenth ...	Kuhn, Wehmer, Brockmann.
11th District.....	Clinton, west of Linn street	Long, Tucker, Knell.
12th District.....	Elghth, east of Harriet street	Wulsin, Macke, Ferry.
13th District.....	Findlay, west of Vine street	Buschle, Brockmann, Frintz.
14th District.....	Baymiller, north of Dayton	Goss, Henzler, Landmeier.
15th District.....	Main and Buckeye streets....	Seiter, Eckel, Frintz.
16th District.....	Mt. Auburn.....	Overaker, Massmann, Seiter.
17th District.....	East Front street	Kearney, Hendrickson, Lauer.
18th District.....	Camp Washington	Whiteley, Lusby, Bush.
19th District.....	Woodburn	Davies, Bird, R. J. Morgan.
20th District.....	Findlay, west of John street	Henzler, Owens, Stephens.
21st District.....	Storrs Township	Macke, Fox, Wulsin.
22d District.....	Walnut Hills.....	Bird, Finn, Wehmer.
23d District.....	Corryville.....	Eckel, Goss, Siebern.
24th District.....	Pendleton and Columbia.....	Hendrickson, Kearney, W. H. Morgan.
25th District.....	Fairmount.....	Lusby, Landmeier, Fox.
26th District.....	Cummins ville	Brown, Whiteley, Puttmann.
1st Intermediate.	Baymiller, north of Court....	Tucker, Mack, W. H. Morgan, Ferry, Underhill.
2d Intermediate.	Ninth, west of Main.....	Finn, Simon, Cox, Hurley, O'Neill.

LOCAL TRUSTEES—CONTINUED.

<i>SCHOOLS.</i>	<i>LOCATION.</i>	<i>TRUSTEES.</i>
3d Intermediate.	Franklin, east of Main.....	Knell, Kuhn, Rieken, Mussey, Frey.
4th Intermediate.	Poplar, east of Freeman.....	Owens, Goss, Stephens, Davies, Henzler.
Gaines and Western	Court, west of John street....	Mack, R. J. Morgan, Simon, Warren, Knell.
Eastern	Seventh, east of Broadway...	Hurley, Moses, Frey.
Walnut Hills.....	Elm near Chapel	Overaker, Underhill, Bird.
Cummins ville ....	.....	Bush, Whiteley, Brown.

BILL DAYS.

May 15th.....	1876.
June 26th	1876.
July 24th.....	1876.
August 21st.....	1876.
September 18th	1876.
October 16th.....	1876.
November 13th	1876.
December 11th.....	1876.
January 22d	1877.
February 19th	1877.
March 19th.....	1877.
April 16th.....	1877.
May 14th.....	1877.
June 25th	1877.

Bills must be presented before these days.

UNION BOARD OF HIGH SCHOOLS

FOR THE YEAR 1876.

PRESIDENT.

ISAAC SIMON, - - - - - No. 74 West Third street.

VICE PRESIDENT.

WILLIAM H. MORGAN, - - - - - No. 199 Baymiller street.

SECRETARY.

B. O. M. DEBECK, - - - - - No. 21. W. Findlay street.

MEMBERS.

DELEGATES FROM THE BOARD OF EDUCATION.

ISAAC SIMON, - - - - - No. 74 West Third street.

S. W. SIEBERN, - - - - - No. 474 Elm street.

BENJAMIN H. COX, - - - - - S. E. cor. Elm and Eighth st.

DANIEL FINN, - - - - - No. 185 East Sixth street.

WILLIAM H. MORGAN, - - - - - No. 199 Baymiller street.

OLIVER BROWN, - - - - - No. 2 West Third street.

DELEGATES FROM WOODWARD FUND.

A. T. GOSHORN, - - - - - No. 272 Broadway.

CHARLES P. TAFT, - - - - - Masonic Temple.

JAMES DALE, - - - - - No. 434 Broadway.

DANIEL G. RAY, - - - - - No. 81 West Third street.

DELEGATES FROM HUGHES FUND.

H. H. TATEM, - - - - - No. 70 West Third street.

C. H. STEPHENS, - - - - - No. 73 Dayton street.

STANDING COMMITTEES

—OF—

UNION BOARD OF HIGH SCHOOLS

Text Books, Course of Study, Libraries and Apparatus.

Taft, Siebern, Finn and Ray.

Examination of Schools, Graduates and Medals.

Morgan, Ray and Brown.

Printed Questions and Admissions.

Stephens, Tatem and Siebern.

Discipline.

Tatem, Dale and Cox.

Buildings and Repairs.

Dale, Finn and Siebern.

Furniture.

Siebern, Goshorn and Dale.

Claims.

Cox, Stephens and Taft.

Salaries.

Finn, Goshorn and Morgan.

Fuel and Supplies.

Brown, Goshorn and Simon.

SPECIAL COMMITTEES.

HUGHES.

President (*ex-officio*), Tatem, Stephens, Finn and Cox.

WOODWARD.

President (*ex-officio*), Taft, Brown, Morgan and Ray.

BILL DAYS.

First	June 22, 1876.	Eighth	Jan. 18, 1877.
Second	July 20, 1876.	Ninth	Feb. 15, 1877.
Third	Aug. 17, 1876.	Tenth	Mar. 15, 1877.
Fourth	Sep. 14, 1876.	Eleventh	Apr. 12, 1877.
Fifth	Oct. 12, 1876.	Twelfth	May 10, 1877.
Sixth	Nov. 9, 1876.	Thirteenth	June 21, 1877.
Seventh	Dec. 7, 1876.		

BOARD OF MANAGERS
OF THE
CINCINNATI PUBLIC LIBRARY.
1876-'77.

PRESIDENT,

F. A. ARMSTRONG,

No. 35 Laurel street, - - - - - One Year.

TREASURER,

ALEXANDER LONG,

No. 353 John street, - - - - - One Year.

SECRETARY,

W. H. MUSSEY,

Mt. Auburn, - - - - - Three Years.

HERMANN ECKEL,

No. 128 Hamilton Road, - - - - - Two Years.

LEONARD W. GOSS,

Brown avenue, - - - - - Two Years.

GEORGE H. PENDLETON,

No. 171 East Liberty street, - - - - - Three Years.

WILLIAM J. O'NEIL, (EX-OFFICIO).

No. 55 Baum street, - - - - - One Year.

STANDING COMMITTEES

OF THE

CINCINNATI PUBLIC LIBRARY.

LIBRARY.

LONG, ECKEL AND MUSSEY.

READING ROOMS.

MUSSEY AND ECKEL.

FINANCE.

PENDLETON AND GOSS.

BUILDING.

O'NEIL, LONG AND GOSS.

LIBRARIAN AND ASSISTANTS.

THOMAS VICKERS, - - - - *LIBRARIAN.*J. H. SENTER, - - - - *First Assistant Librarian.*WILL E. BARNWELL, - - - - *Second Assistant Librarian.*HARRIET E. GARRETSON, - - - - *Third Assistant Librarian.*

HENRY C. MEYER,	MAGGIE D. O'NEIL,	REBECCA R. COOLING,
SOPHIA F. SHANNON,	JENNIE HOBAN,	MINNIE DYMOND,
LAURA F. POLLARD,	JULIA GREEN,	EMMA R. MCKEE,
MARIA D. ROELKER,	DAVID GORDON,	KITTIE W. SHERWOOD,
HENRY R. LANG,	JULIA V. WARTH,	M. MERNA,
ANNIE COOK,	H. SCHOONMAKER,	OSKAR W. KUHN,
RICHARD SPAMER,	MRS. E. N. FULLER,	WILLIE RILEY.
KATE B. MEDARY,	SELINA M. BURNARD,	

EVENING AND SUNDAY ATTENDANTS.

ESTELLA STURR,	SALLIE OWENS,	ANNA GERTEN,
KATE EBERLE,	MRS. M. L. RYAN,	ANNIE QUINN,
ANNA EPPENS,	ANNA SOLOMON,	LEONORA OPPENHEIMER,
E. ROGG.	JENNIE ALLEY,	

ENGINEER.**WATCHMAN.****JANITORS.**

PETER ACKERMANN and wife, and J. KUERSTEINER.

BOUNDARIES OF DISTRICTS

— AND —

Location of School Houses.

FIRST DISTRICT.

BEGINNING at the intersection of Miami canal and Clay street; thence north on Clay street to Liberty street; east on Liberty to Sycamore street; north on Sycamore street to Boal street; east on Boal street to Young street; north on Young street to Ringgold street; east on Ringgold street to Lebanon road; thence south on Lebanon road to Liberty street; thence east by Liberty street to the Deercreek road; thence south by the Deercreek road to Court street; thence west by Court street to Miami canal; thence by Miami canal to its intersection with Clay street, the place of beginning.

School Edifice—Liberty street, north side, between Wilson and Broadway. Built 1867; cost \$76,313; has 21 rooms and seats for 1,212 pupils. Lot 100 by 210 feet; cost \$11,500.

SECOND DISTRICT.

Beginning at the Ohio river and Main street; thence along said river to Lawrence street; thence north by Lawrence street to Fourth street; thence east on Fourth street to Pike street; thence north by Pike street to Fifth street; thence east on Fifth street to Culvert street; thence north by Culvert street to Sixth street; thence east on Sixth Street to the Miami canal; thence north

and west on the Miami canal to Main street; thence south on Main street to Eighth street; thence west on Eighth street to Walnut street; thence south by Walnut street to Fourth street; thence east by Fourth street to Main street; thence south on Main street to the Ohio river, the place of beginning.

School Edifice—East side of Sycamore street, between Fifth and Fourth. Built 1874; cost \$58,467; has 19 rooms and seats for 852 pupils. Lot 99 by 200 feet; cost \$5,000 and the old house and lot one square north.

THIRD DISTRICT.

Beginning at the Ohio river and Lawrence street; thence northwardly on Lawrence street to Fourth street; thence east by Fourth street to Pike street; thence north by Pike street to Fifth street; thence east by Fifth street to Culvert street; thence north by Culvert street to Sixth street; thence east to Miami canal; thence north by the canal to Court street; thence east by Court street to Deercreek road; thence north by Deercreek road to Liberty street; thence east by Liberty street to a point where the same is intersected by a line drawn northwardly from the Ohio river through Parsons street; thence southwardly on said last mentioned line and Parsons street to the Ohio river; thence down the Ohio river to Lawrence street, the place of beginning.

School Edifice—Ellen street, corner of Mary street. Built 1854; cost \$23,815; has 14 rooms and seats for 732 pupils. Lot, average dimensions, 92 by 180 feet, cost \$9,000.

FOURTH DISTRICT.

Beginning at the Ohio river in Parsons street; thence north-west by said line extended to Liberty street; thence east by Liberty street to Morrill street; thence north-east by old line of Seventeenth Ward to section line between sections 1 and 7 Millcreek township; thence south by said

section line to Columbia avenue; thence eastwardly along Columbia avenue to Brooklyn street; thence south by Brooklyn street to the Ohio river; thence south-west by the Ohio river to the place of beginning.

School Edifice—East Front street. Built 1868; cost \$51,774; has 10 rooms and seats for 522 pupils. Lot 143 by 180 feet; cost \$5,200.

FIFTH DISTRICT.

Beginning at Main street and the Ohio river; thence along said river to John street; thence north on John street to George street; thence east on George street to Central avenue; thence south on Central avenue to Sixth street; thence east on Sixth street to Walnut street; thence south on Walnut street to Fourth street; thence east on Fourth street to Main street; thence south on Main street to the Ohio river, the place of beginning.

School Edifice—Third street between Elm and Plum. Built 1859; cost \$34,678; has 19 rooms and seats for 956 pupils. Lot 90 by 170 feet; cost \$30,000.

SIXTH DISTRICT.

Beginning at the intersection of Ann street and Central avenue; thence north to Betts street; thence west to John street; thence north to Liberty street; thence east to Plum street; thence north to line of Green street; thence east to Vine street; thence south to Fifteenth street; thence west to Race street; thence south to Fourteenth street; thence west to Plum street; thence south to Ann street; thence west to the place of beginning.

School Edifice—Corner of Elm and Adams streets. Built 1855-'60; cost \$31,863—\$4,485; has 24 rooms and seats for 1,424 pupils. Lot 90 by 198 feet; cost \$14,000.

SEVENTH DISTRICT.

Beginning at the Ohio river and John street; thence north on John street to George street; thence west on

George street to Freeman street; thence south on Freeman street to Fifth street; thence westwardly along the line of Fifth street to the Ohio river; thence eastwardly along said river to the place of beginning.

School Edifice—Fourth street, west of Smith street; Built 1835-'50-'55; cost \$5,323—\$2,155—\$1,284; has 14 rooms and seats for 596 pupils. Lot 60 by 200 feet; cost 2,400.

EIGHTH DISTRICT.

Beginning at the corner of George and Central avenue; thence north on Central avenue to Betts street; west on Betts street to John street; south on John street to Clark street; west on Clark street to Linn street; south on Linn street to George street; east on George street to Central avenue, the place of beginning.

School Edifice—Eighth street, west of John street. Built 1835-'49-'55-'65; cost \$5,600—\$627—\$3,723—\$17,936; has 21 rooms and seats for 1,131 pupils. Original lot 60 by 200 feet; cost \$2,100. Additional lot 30 by 100 feet on Ninth street; cost \$2,700. Additional lot 33 by 100 feet on Eighth street; cost \$3,630.

Colony on Court street—3 rooms and seats for 170 pupils.

NINTH DISTRICT.

Beginning on Main street and the Miami canal; thence by said canal west to Central avenue; thence south on Central avenue to Sixth street; thence east on Sixth street to Walnut street; north on Walnut street to Eighth street; east on Eighth street to Main street; thence north on Main street to the Miami canal, the place of beginning.

School Edifice—Ninth street, south side, between Race and Vine streets. Built 1835-'52-'62; cost \$4,835—\$2,019—\$12,017; has 12 rooms and seats for 710 pupils. Lot 60 by 120 feet; cost \$4,200.

TENTH DISTRICT.

Beginning at Central avenue and Ann street; thence south by Central avenue to Genesee street; east on Genesee street to Miami canal; thence on Miami canal to Clay street; thence on Clay street to Liberty street; thence west on Liberty street to Vine street; thence south on Vine street to Fifteenth street; thence west on Fifteenth street to Race street; thence south on Race street to Fourteenth street; thence west on Fourteenth street to Miami canal; thence south on Canal to Ann street; thence west on Ann street to Central avenue, the place of beginning.

School Edifice—Vine street, east side between Twelfth and Thirteenth streets. Built 1846-'58-'68; cost \$5,567 — \$7,869 — \$7,301; has 20 rooms and seats for 1,050 pupils. Old lot 60 by 175 feet; cost \$3,910. New lot 25 by 75 feet; cost \$2,800.

ELEVENTH DISTRICT.

Beginning at the corner of John and Clark streets; north on John street to Liberty street; west on Liberty street to Millcreek; south following Millcreek to Clark street; east on Clark street to the place of beginning.

School Edifice—Clinton street, between Linn and Baymiller streets. Built 1844-'55-'65-'72; cost \$4,590—\$8,996—\$9,388—\$39,892; has 24 rooms and seats for 1,480 pupils. Lot 110 by 200 feet; cost \$3,816.

TWELFTH DISTRICT.

Beginning at the Ohio river at a point intersected by the line of Fifth street; thence eastwardly to Freeman street; thence north to George street; east on George street to Linn street; north on Linn street to Clark street; west on Clark street to Millcreek; south on Millcreek to the Ohio river, and along the said river east to the place of beginning.

School Edifice—Eighth street, between Donnersberger and Harriet streets. Built 1858; cost \$25,602; has 18 rooms and seats for 1,108 pupils. Lot 80 by 200 feet; cost \$8,000. Budd lot 36½ by 130 feet; cost \$23,787.50; 3 rooms occupied—seats for 180 pupils.

THIRTEENTH DISTRICT.

Beginning at the corner of Vine and Green streets; west on Green street to Canal; north on Canal to Findlay street; east on Findlay street to Dunlap street; north on Dunlap street to Hamilton road; east on Hamilton road to Center street; north on Center street to Clifton avenue; north on Clifton avenue (including both sides) to McMillan street; east on McMillan street to Vine street; south on Vine street to No. 840; thence east to alley between Rice and Fox streets; thence south to Pete street, east on Pete street to Oak street; south on Oak street to Hamilton road; south on Hamilton road to Elder street; west on Elder street to Vine street; south on Vine street to Green street, the place of beginning.

School Edifice—Findlay street west of Vine street. Built 1852-'63; cost \$12,469—\$8,947; has 22 rooms and seats for 1,252 pupils. Lot 70 by 200 feet; cost \$7,000. Additional lot 20 by 100 feet; cost \$2,800.

FOURTEENTH DISTRICT.

Beginning at the corner of Liberty and Baymiller streets; north on Baymiller street to York street; east on York street to Linn street; north on Linn street to Miami canal; thence following the south and west bank of the canal to Fairview avenue; north on Fairview avenue to old Corporation line; west on old Corporation line to Millcreek; south on Millcreek to Liberty street; east on Liberty street to place of beginning.

School Edifice—West side of Baymiller street, north of Dayton street. Built 1851-'60; cost \$10,919—\$3,775. Riddle street House built 1871; cost \$19,916. The two

have 21 rooms and seats for 1,240 pupils. Dayton street lot 64½ by 160 feet; cost \$2,902. Baymiller street lot 60 by 150 feet; cost \$400. New Baymiller street lot 35 by 175 feet; cost \$4,200. Riddle street lot 115 by 175 feet; cost \$15,719.

FIFTEENTH DISTRICT.

Beginning at the corner of Liberty and Sycamore streets; north on Sycamore street to Boal street; east on Boal street to Young street; north on Young street to Ringgold street; west on Ringgold street to Walker street; north on Walker street to a point on a line with Baltimore street; west on Baltimore street to Quarry street; north-west on Quarry street to alley between Rice and Fox streets; thence south to Pete street; east on Pete street to Oak street; south on Oak street to Hamilton road; south on Hamilton road to Elder street; west on Elder street to Vine street; south on Vine street to Liberty street; east on Liberty street to place of beginning.

School Edifice—Main street, south of Buckeye street. Built 1861-'69; cost \$15,184—\$15,306; has 24 rooms and seats for 1,450 pupils. Lot 128 by 112 feet; cost \$12,500. Aupperle lot 500 square feet; cost \$500. Lot on Buckeye street 83½ feet front; cost \$2,300.

SIXTEENTH DISTRICT.

Beginning at a point on the Lebanon road on a line with Ringgold street; thence north on the Lebanon road to McMillan street; thence west on McMillan street to Vine street; thence south on Vine street to No. 840; thence east to alley between Rice and Fox streets; thence south to a point on a line with Baltimore street; thence south-east and east on Baltimore street to Walker street; thence south on Walker street to Ringgold street; thence east on the line of Ringgold street to the place of beginning.

School Edifice—Mount Auburn. Built 1855-'67; cost \$5,367—\$18,565; has 10 rooms and seats for 567 pupils.

Lot 75 by 315 feet; cost \$5,800. Additional lot 30 by 352½ feet; cost \$5,250.

SEVENTEENTH DISTRICT.

Beginning at the Ohio river on Brooklyn street; thence north by Brooklyn street to Columbia avenue; thence eastwardly along Columbia avenue to the old Corporation line; thence south by said line to the Ohio river; thence south-west by the river to the place of beginning.

School Edifice—East Front street. Built 1858; cost \$11,639; has 8 rooms and seats for 426 pupils. Lot average size 80 by 320 feet; cost \$5,030. Magil lot 100 by 500 feet; cost \$10,000. Fryberger lot on the east of the School lot, 22 by 168 feet; cost \$950.

EIGHTEENTH DISTRICT.

Beginning at the corner of McMillan street and Clifton avenue; thence north to the southern boundary of Clifton; thence west and north along the boundary of Clifton to the south-west corner of Cummins ville; thence west to Millcreek; thence south along Millcreek to the line of McMillan street; thence east to the place of beginning.

School Edifice—Built—, 1869; cost—, \$6,700; has 10 rooms and seats for 500 pupils. Lot 51 by 325 feet. Blong and Richardson lots condemned 136½ by 200 feet: cost \$7,965.

NINETEENTH DISTRICT.

Beginning at the north west corner of the old Woodburn boundary; thence along the old Western boundary of Woodburn to the south-west corner of said boundary; thence due south along the section line to Columbia avenue; thence eastwardly along Columbia avenue to the line of the Edwards road continued to Columbia avenue; thence north to the north boundary of the city; thence west to the place of beginning. That portion of section 3

of Milcreek township annexed for school purposes to the old Woodburn District shall also form a part of the Nineteenth District.

School Edifice—Woodburn avenue. Built 1860-'71; cost \$3,250—\$9,669; has 6 rooms and hall, and seats for 298 pupils. Lot average size 143 by 401 feet; cost \$888.

TWENTIETH DISTRICT.

Beginning at Liberty and Baymiller streets; north on Baymiller street to York street; east on York street to Linn street; north on Linn street to Miami canal; along Miami canal to Fairview avenue; north on Fairview avenue to McMillan street; east on McMillan street to Clifton avenue; south on Clifton avenue to Center street; south on Center street to Hamilton road; west on Hamilton road to Dunlap street; south to Findlay street; west to Plum street; south on Plum street to Liberty street; west on Liberty to place of beginning.

School Edifice—Findlay street, between John and Linn streets. Built 1869; cost \$72,662; has 21 rooms and seats for 1,056 pupils. Lot 109½ by 243 feet; cost \$13,937.

TWENTY-FIRST DISTRICT.

[STORRS TOWNSHIP.]

Beginning at the Ohio river, with the eastern boundary of the village of Riverside; thence northwardly and westwardly with the boundary of said village of Riverside to the eastern line of Delhi township; thence north with the eastern line of Delhi township to the line of Millcreek township; thence east with the south line of Millcreek township to Millcreek and the former boundary of the city; thence southwardly with Millcreek and said former boundary to the Ohio river; thence westwardly with the Ohio river to the place of beginning.

School Edifice—Storrs street west of Burns street.

Built 1872; cost \$50,206; has 12 rooms and seats for 672 pupils. Lot 152 by 300 feet; cost \$18,129. Other houses, 7 rooms and seats for 298 pupils.

TWENTY-SECOND DISTRICT.

[WALNUT HILLS.]

Commencing at the intersection of Hunt and Liberty streets; thence east along the line of Liberty street to the old line of 17th ward; thence along said line to the section line between sections 1 and 7 Millcreek township; thence north along said section line to the north-east corner of the former village of Walnut Hills; thence westwardly along the boundary line of said village to Burnet avenue; thence south by said avenue and Hunt street to the place of beginning.

School Edifice—Corner of Locust and Orchard streets. Built 1872; cost \$75,700; has 18 rooms and seats for 927 pupils. Lot 230 $\frac{1}{4}$ by 215 feet; cost \$12,688.

TWENTY-THIRD DISTRICT.

[CORYVILLE.]

Beginning at the south-west corner of McMillan street and Clifton avenue; thence north with said Clifton avenue to the north line of section 14, township three, and second fractional range of the Miami purchase; thence eastwardly with said section line to Burnet avenue; thence southwardly along said avenue to McMillan street; thence westwardly along McMillan street to the place of beginning.

School Edifice—Washington street, Corryville. Has 9 rooms and seats for 462 pupils. Lot 102 by 150 feet.

TWENTY-FOURTH DISTRICT.

Beginning at the Ohio river at the south end of the old eastern Corporation line; thence north along the old

Corporation line to Columbia avenue; thence east to the line of the Edwards road continued to Columbia avenue; thence north to the south line of Columbia township; thence east to the east line of section 26; thence south to the village of Columbia; thence east and south along the boundary of Columbia to the Ohio river; thence down the Ohio river to the place of beginning.

Pendleton house, built 1862-'76; cost \$3,600—\$11,736; has 8 rooms and seats for 348 pupils. Lot 100 by 164 feet; cost \$1,600.

Columbia house, built 1876; cost \$42,775; has eight rooms and seats for 394 pupils. Lot 120 by 340 feet; cost \$12,500.

The former School District called "Morningson," was annexed to the School District of Cincinnati. It is under charge of the Local Trustees of the 24th District. House on Observatory avenue and Edwards road; built 1872; cost \$16,000; has 4 rooms and seats for 184 pupils. Lot contains 4 acres, donated.

TWENTY-FIFTH DISTRICT.

[FAIRMOUNT.]

Beginning at the south-west corner of Millcreek township; thence north to the north line of section 32; thence east to Millcreek; thence south to the north line of Storrs township; thence west to the place of beginning.

School Edifice—Pine and State streets; has 11 rooms and seats for 612 pupils; built 1876; cost \$37,650. Lot 190 by 200 feet; cost \$6,000. Old lot, Harrison pike, 94 by 100 feet; cost \$500; house has 9 rooms.

TWENTY-SIXTH DISTRICT

Includes the territory formerly in the Cumminsville School District. School house on Kirby road and Hanfield street. Cost \$7,800; has 4 rooms and seats for 209 pupils. Lot 205 by 155 feet; leased at \$3,726.

East house on First and Langland streets. Built 1851-'67; cost \$2,675—\$6,035; has 9 rooms and seats for 464 pupils. Lot 110 by 300 feet; cost \$1,000.

FIRST INTERMEDIATE.

All that part of the city bounded on the east by Central avenue; north by Laurel street and a line therewith to Millcreek; west by Millcreek; south by the Ohio river.

School Edifice—Baymiller street between West Court and Clark streets. Built 1854-'67; cost \$14,562—\$18,710; has 18 rooms and seats for 977 pupils. Lot 69 by 306 feet; cost \$5,500. Interior lot 34½ by 211 feet; cost \$4,497. 'Outlet 20 by 100 feet, and interior lot 97 by 206 feet; cost \$9,000. Uses one room in colony with seats for 60 pupils.

SECOND INTERMEDIATE.

That part of the City bounded on the west by Central avenue; north by Ann street and Miami canal; east by Eggleston avenue and the west boundary of the Third District; south by the Ohio river.

School Edifice—Ninth street, between Walnut and Main streets. Built 1862; cost \$25,334; has 18 rooms and seats for 916 pupils. Lot 80 by 153 feet; cost \$24,000.

THIRD INTERMEDIATE.

That part of the city bounded on the west by Central avenue and the Miami canal; north by the old corporation line from the Miami canal to its intersection with the western boundary of the Sixteenth District; south by Ann street and the Miami canal; south-west by Eggleston avenue and the western boundary of the Third District; the eastern boundary to so run as to include the First and Third Districts.

School Edifice—Franklin street between Main and Sycamore streets. Built 1870; cost \$85,488; has 22 rooms and seats for 1,060 pupils.

Lot 152 by 100 feet; cost \$12,597.

FOURTH INTERMEDIATE.

That part of the city bounded on the east by Central avenue and the Miami canal; north by the old corporation line; south by Laurel street and a line therewith to Millcreek; west by Millcreek.

School Edifice—Poplar street, between Baymiller and Freeman streets. Built 1862; cost \$25,378; has 20 rooms and seats for 1,064 pupils. Lot $87\frac{1}{2}$ by 195 feet; cost \$5,200. New lot on Freeman street 191 feet; cost \$30,212.50.

WOODWARD HIGH SCHOOL.

That part of the city east and north of a line drawn from the Ohio river up Central avenue to Clark street, and thence west on Clark street.

School Edifice—Franklin street, between Sycamore street and Broadway. Built 1854-'67; cost \$51,230—\$16,005; has 11 rooms and seats for 450 pupils. Lot 215 by 220 feet; the property of the Woodward Fund.

HUGHES HIGH SCHOOL.

That part of the city west and south of a line drawn from the Ohio river up Central avenue to Clark street, and then west on Clark street.

School Edifice—Fifth street opposite Mound street. Built 1853; cost \$23,375; has 11 rooms and seats for 482 pupils. Lot 90 by 200 feet; the property of the Hughes Fund.

WESTERN DISTRICT.

[COLORED.]

The Western Colored School District comprises all that portion of the city which lies west of Vine street.

School Edifice—Court street, south side, between John and Mound streets. Built 1659-'66-'68; cost \$5,562—\$3,425—\$2,939; has 11 rooms and seats for 450 pupils. Lot 84 by 130 feet; cost \$5,200—\$1,200—\$6,400.

Colony on Third street east of John, has 3 rooms and seats for 40 pupils. Lot 32 by 100 feet. House and lot bought in 1865; cost \$15,000.

EASTERN DISTRICT.

[COLORED.]

Comprises that portion of the city lying east of Vine street.

School Edifice—Seventh street, north side, east of Broadway. Built 1858; cost \$7,939.49; has 7 rooms and seats for 200 pupils. Lot 60 by 90 feet; cost \$5,040.

WALNUT HILLS DISTRICT.

[COLORED.].

Comprises that part of the city known as Walnut Hills.

School Edifice—Elm street, near Chapel street. Built 1872; cost \$20,297.88; has 8 rooms and seats for 200 pupils. Lot 60 by 208 feet; cost \$3,700.

NORMAL SCHOOL

occupies 1 room in Eighth District house; has seats for 90 pupils.

DEAF MUTE SCHOOL

occupies 1 room in Second Intermediate house; has seats for 30 pupils.

RULES OF THE BOARD.

(The Date at the end of each Rule shows the time of its Adoption.)

OFFICERS OF THE BOARD.

1. The officers required by law to be elected at a meeting of the Board of Education on the third Monday in April, are a President and Clerk. The Board shall at the same meeting elect a Vice-President and an Assistant Clerk. [February 2, 1874.]

PRESIDENT.

2. It shall be the duty of the President to take the chair at the hour appointed for the meetings, and call the members to order; to see that the requisitions of the laws for the government of the schools be presented to the Board, at the proper period for its action, and perform such other duties as may properly appertain to his office or be enjoined upon him by the Board. [July 6, 1843.]

VICE-PRESIDENT.

3. In the absence of the President the Vice-President shall assume his functions, and continue to perform them until the President's return, or until his place shall be supplied by a new election. [July 6, 1843.]

CLERK.

4. The duties of the Clerk shall be to notify all the members of the Board to meet at the Session Room of the Board, for the purpose of organization, on the third Monday in April, of each year, at three o'clock p.m.; to attend all meetings of the Board of Education, and make

a full and faithful record of their proceedings and an index of the same; to report, on bill nights, a list of the employees of the Board, and their respective salaries, and such bills as may have been audited by the Committee on Claims, and record all bills and salaries passed by the Board, and to certify the same to the City Treasurer; to file all reports or communications that are accepted by the Board; to keep safely all books, documents and papers belonging to the School Department; to keep full and fair accounts of all receipts and expenditures, and report to the Board the condition of the School Fund whenever required; to report at each meeting immediately after the approval of the minutes, the name of every member who has been absent, without leave of the Board from four consecutive regular meetings. [1868.]

5. He shall prepare statistics, and other matters not furnished by the Superintendent of Schools for the annual report of this Board; shall purchase such supplies as are allowed by the Board for the use of the schools, the same to be given out according to Rule 125; shall furnish Principal teachers copies of all rules and resolutions adopted for the regulation of the schools; keep safely all books and papers of the Board of Examiners, and make all necessary arrangements for their meetings, and keep a record of certificates issued by them to teachers; have charge of the office and session halls of the Board of Education and Examiners, and keep the office open from 9 A.M. to 12 M., and from 1 P.M. to 4 P.M., and on Wednesday P.M. from 1 to 6 o'clock: to notify members of the Board of changes in the hour of meeting, and call together committees when ordered by their respective chairmen, and to perform such other duties as may be incumbent by law or imposed by the Board. [November 27, 1876.]

6. When any subject or matter shall be referred to a committee, either special or standing, it shall be the duty of the Clerk, within a reasonable time thereafter, to notify the chairman of such committee, in writing, of such reference, and furnish him with an abstract of the subject-matter thereof. [January 17, 1870.]

7. The Clerk is instructed to lay no bill before the Com-

mittee on Claims, unless the same be presented to him by 4 P. M. of the Saturday preceding bill day. [June 19, 1876.]

8. It shall also be the duty of the Clerk, at the end of each month, to have printed, in convenient form, one hundred copies of all additions to or amendments of the Rules, which may have been adopted during that month, and to have one of such copies pasted, as soon as practicable, in the Annual Report of each member of the Board. [December 11, 1865.]

9. He shall execute a bond in the sum of \$5,000, with three sureties to be approved by the Board, payable to the State of Ohio, conditioned that he shall faithfully perform all the official duties required of him. This bond shall be deposited with the President of the Board, who shall certify to a copy thereof to be filed with the County Auditor. He shall employ census-takers, and see that they are duly qualified and instructed, and that their returns are in form and properly certified. [February 2, 1874.]

10. The entire services of the Clerk shall be devoted to the duties of Clerk and Secretary of the several School Boards. [March 9, 1857.]

ASSISTANT CLERK.

11. It shall be the duty of the Assistant Clerk to distribute all notices to the members of the Boards of Education and Examiners, Committees and Teachers, and perform such other duties as the Clerk may require. [February 2, 1874.]

ORDER OF BUSINESS.

12. The Order of Business shall be as follows:

a—On Bill Days:

1. Roll call.
2. Reading of the minutes of the previous meeting.
3. Clerk's report of the names of those members absent, without permission, from four consecutive regular meetings of the Board.
4. Communications.

5. Salary and claims items, including reports of the following Committees: Reports and Excuses, Salaries, Claims and Supplies.
6. Call of districts and new business.
7. Unfinished business.

b — At other Meetings:

1. Roll call.
2. Reading of the minutes of the previous meeting.
3. Clerk's report of the names of those members absent, without permission, from four consecutive regular meetings of the Board.
4. Communications.
5. Report of Committees; to be called in alphabetical order, always beginning each call at the place reached at the previous call.
6. Unfinished business.
7. New business.

NOTE.—Special orders shall have precedence over the above business, at the time appointed for their consideration. [June 19, 1876.]

RULES OF BUSINESS.

13. A majority of all the members shall constitute a quorum. [October 29, 1866.]

14. The regular meetings of the Board shall be held at the Council Chamber every alternate Monday, commencing with the second Monday in July, at such hour as the Board may from time to time prescribe. Extra meetings shall be called whenever the President or any three members shall direct. [July 14, 1873.]

15. All motions made and seconded shall be considered in possession of the Board, and shall be reduced to writing whenever required by a member; but no subject different from the one under consideration shall be introduced under the color of an amendment. [January 3, 1870.]

16. No member shall speak longer than five minutes at any one time, nor more than once upon the same question, until all the other members have had an opportunity to speak upon the same, unless by leave of the Board; nor shall he speak more than twice upon the same question, except by leave of the Board. [July 10, 1871.]

17. No question decided by the Board shall again be raised during the same school year, except on motion to reconsider, made by a member who voted with the majority, at the same meeting when passed, unless leave to introduce the same be first granted by a vote of a majority of all the members of the Board. [July 1, 1867.]

18. The time for passing bills shall be as per schedule of the Clerk, and all bills, unless otherwise ordered by the Board, shall be laid over till such night for action. [June 29, 1857.]

19. All accounts shall be audited by the Committee on Claims, before being acted upon by the Board, except salaries. [October 14, 1867.]

20. All accounts against the Board of Education, before being presented to the Committee on Claims, shall be certified by the party or parties contracting the same, who shall state the authority under which said accounts were contracted. [August 19, 1861.]

21. No money shall be drawn out of the School Fund, except on a vote of yeas and nays of a majority of the whole Board; and all motions or resolutions to contract for work, the expenditure of money, or sale of property, shall be taken by yeas and nays, and require a majority of the Board in the affirmative to pass the same. [October 2, 1865.]

22. No contracts for building new school-houses, or additions to old houses, shall be entered into, unless predicated on the revenue from the School Tax for the fiscal year, after first setting apart a sufficient sum to pay the usual tuition and current expenses of carrying on the schools for the remainder of the year. [April 19, 1859.]

23. All requests for appropriations for repairs of buildings or grounds shall first be referred to the Committee on Buildings and Repairs, who shall examine and report as to the necessity of the work, having regard, also, to the amount of the fund set apart for that purpose. [August 5, 1861.]

24. The salaries of officers, teachers and janitors, shall be considered on Bill days, in the form submitted by the Committee on reports and excuses; but the failure of

such Committee to report shall not hinder the Board from taking up such question at the proper time, and all exceptions to such report shall be made after its being read to the Board, but before the final vote on the same. [February 25, 1867.]

25. Whenever any one of the Rules of the Board, or Regulations of the Schools, shall be amended, the original rule shall be repealed, and the amended rule be put in its place. [October 29, 1866.]

26. The Superintendent of Schools shall be entitled to a seat within the bar, and shall have the privilege of debate on any question connected with his department, but shall not have a vote on any question. [October, 21, 1867.]

27. No member shall be allowed to leave the room while the Board may be in session, without permission of the President. Absence from four consecutive regular meetings without leave of the Board shall be deemed gross neglect of duty on the part of any member, and a forfeiture of his membership unless caused by personal illness, of which notice shall be given. [February 2, 1874.]

28. The President shall have a vote upon all questions, and whenever the vote shall be a tie the question shall be considered lost. [October 29, 1866.]

29. The "Rules of the Board" shall be the only rules governing the proceedings of the Board, and shall remain in force until duly repealed, unless they shall be added to or amended by due legislation. [October 29, 1866.]

30. Any member who shall willfully violate any of the Rules of the Board shall be liable to be reprimanded in such a manner as may be determined upon by the Board. [October 29, 1866.]

31. Any question connected with the subjects classified under the title "Course of Study and Text-Books," shall require a majority of the whole Board to pass the same; but no text-book shall be changed within three years after its adoption, except by a vote of three-fourths of all the members of the Board at a regular meeting. [February 2, 1874.]

32. In the absence of any special rule, CUSHING'S Manual shall be considered the authority on parliamentary law, and a strict adherence to the same is enjoined upon all members. [October 29, 1866.]

33. In filling blanks, the largest sum and the longest time shall be first put. [October 29, 1866.]

34. Motions to adjourn, to lay on the table, for the previous question, or upon the order of business, shall not be debatable. [October 29, 1866.]

35. Any two members may appeal from the decision of the President to the Board, or may call for a division, by standing to be counted; but on all questions to be determined by a standing vote, or by a call of the yeas and nays, no member shall be excused from voting, except by special action of the Board. [July 10, 1871.]

36. Any member may call for the ayes and noes, but no call for the previous question shall be entertained unless approved by five members. [February 2, 1874.]

37. When the previous question is decided in the negative, the original question shall remain before the Board. [October 29, 1866.]

38. When a question is under debate, no motion shall be received, but to adjourn, to lay on the table, for the previous question, to postpone to a certain day, to commit to a Standing Committee, to commit to a Special Committee, to amend, to postpone indefinitely, which several questions shall have precedence in the order in which they are arranged. [October 29, 1866.]

39. In cases of emergency, any one of the rules of the Board, or the Regulations of the schools, except Rule 40, may be suspended by a vote of a majority of all the members; while Rule 12 may be suspended by a vote of two-thirds of the members present; but in no case shall it require more than a majority of the entire Board. [July 10, 1871.]

40. Any addition to, or amendment of, the Rules of the Board, or the Regulations of the Schools, shall be presented in writing, at some regular meeting, lie over one week from the time of its introduction, for the consideration of the Committee on Rules and Regulations, unless

otherwise referred, and then require a majority of all the members to pass the same. [October 29, 1866.]

MISCELLANEOUS RULES.

41. When any teacher is to be transferred from one district to another, at least one week's notice shall be given to the Trustees or the Chairman of the district from which such transfer is to be made. [November 7, 1864.]

42. No person shall be eligible for election as a member of the Board of Examiners, who is a teacher in any of the public or private schools of this city. [February 29, 1864.]

43. No officer or member of this Board shall be interested, directly or indirectly, in any contract or sub-contract ordered by the Board. [September 11, 1854.]

44. The salary of no officer, teacher, or janitor shall be increased during the school year in which he may be employed. [October 29, 1866.]

45. The school year shall commence on the first day of September and close on the last day of August; and the school session for each year shall commence on the first Monday of September and close on the last Friday of June; but the school session, and the duties of teachers for the purpose of estimating their salaries, shall commence one week previous to the first Monday of September, such week being devoted to the Teachers' Normal Institute. [February 2, 1874.]

46. At the commencement of the school year, or at any time thereafter, when deemed necessary, advertisements shall be made for bids, to be filed at the Office of Public Schools, to furnish the following articles, to be delivered in such amounts, at such times and places as needed, for the current school year, viz: fuel, furniture, printing, stoves and furnaces, and such portions of supplies as may be deemed advisable by committee on the same. The papers in which published, and the number of insertions of such advertisements, shall be determined by the committee having charge of such departments respectively. [August 5, 1867.]

ELECTIONS, NOMINATIONS AND REMOVALS.

47. Whenever there may be two or more candidates for any position, the election shall be by ballot, and a majority of all the members shall be necessary to a choice; but when there is but one candidate, the election may be by acclamation. Any person who may be elected to any position, shall hold such position at the will of the Board (except persons elected to fill vacancies of members in such Board,) and may be removed at any time, by a vote of a majority of all the members, after receiving one week's notice, in writing, of such proposed removal. The above provisions shall apply to all persons elected to any office or position of honor or emolument within the gift of the Board. [June 10, 1867.]

48. The annual nominations of teachers by the Local Trustees shall be made to the Board as follows: Principals, at the last regular meeting in May; all other teachers at the first regular meeting in June. These and all nominations of teachers shall be made in writing, signed by the Local Trustees or members offering the same, and stating therein the full name, the date of certificate, and expiration of same, the previous as well as the proposed salary, and the number of years' actual experience in teaching, of every nominee. All nominations shall be referred to the Committee on Salaries for report, before any action thereon by the Board. [March 6, 1876.]

49. The annual election of Superintendent of Schools and Superintendent of Buildings shall be made at the first regular meeting in June of each year. [February 2, 1874.]

LOCAL TRUSTEES.

50. For each Intermediate School there shall be a Standing Committee of five members, and for every District School a Standing Committee of three members (except the District School in which may be located the Normal School, which District School shall be under the control of the Committee on Normal School and Teachers' Institute), to be styled the Local Trustees, and to be appointed

at the beginning of each school year, in such manner as the Board may order. Their powers and duties shall be such as herein specified, and such others as the Board may from time to time direct. [February 2, 1868.]

51. There shall be a Standing Committee of six members on the High Schools, to be elected by ballot at the first regular meeting in May of each school year, who shall be the delegates of the Board of Education in the Union Board of High Schools, as provided in the contract of May, 1851, for the establishment of High Schools, and shall perform such other duties as the Board may direct. [February 2, 1874.]

52. The Local Trustees shall have a general supervision of the schools and school property in their respective districts; shall fill vacancies among teachers temporarily, and report their action to the Board at the next regular meeting, when there shall be a call of "local business;" shall supply wants and order such repairs of the buildings, fences or school furniture as may be immediately necessary, not exceeding ten dollars; shall suggest minor regulations for the pupils or teachers, not in conflict with the Rules of the Board or the Regulations of the Schools; shall visit the schools frequently and give such aid and co-operation to the teachers, by their counsel, as may tend to increase their usefulness and efficiency, and promote harmony among them, and between them and the parents of their pupils; they shall have power at any suitable time in March or April of each year, to contract by subscription or otherwise, for the sprinkling of the streets in front of school property, wherever sprinkling is done, or is in their opinion necessary, at a rate not exceeding thirty cents per front foot for the entire season, to be paid at the end of the season, only upon the endorsement by said Trustees to the Committee on Claims, that the bill therefor is correct, and that the work has been satisfactorily done. [March 15, 1875.]

53. It shall also be their duty, previous to the annual nominations, to give one week's written notice to any teacher whom they do not see fit to nominate for the ensuing year. [October 29, 1866.]

COMPLAINTS, TRIALS AND APPEALS.

54. Before any case of discipline or complaint against any teacher is brought before the Board, it shall in the first place, be presented to the Trustees of the District; from their decision an appeal may be taken by either party to the Committee on Discipline; from their decision, a final appeal may be taken to the Board; but no case shall be brought before the Board except by the mode thus prescribed. [October 13, 1863.]

55. Complaints on the part of Local Trustees against the Principal or any teacher of their school, either for persistent disregard of the Rules of the Board, the Regulations of the Schools, or of their own requisition made under the authority of the Board, and complaints on the part of teachers against their Local Trustees for unauthorized and pernicious interference in the management of their schools, shall, in the first instance be referred to the Committee on Discipline. [December 11, 1865.]

56. No complaint or appeal shall, in any case, be entertained, by a Committee, or this Board, unless it be presented in writing, and set forth the specific causes of complaint, or grounds for appeal, as the case may be. But when thus presented, it shall receive the earliest possible consideration, at a meeting appointed for the purpose, due notice of which shall be given to all parties concerned. [December 11, 1865.]

57. When a case of discipline is before the Local Trustees, or the Committee on Discipline, they shall keep a full record of all the evidence adduced before them, and of their decision thereon, which decision shall be final and of full effect as a rule of the Board, until reversed by the higher Committee or by the Board. [December 11, 1865.]

58. When an appeal is before the Board, no point, other than that contained in the appeal, shall be raised, and no evidence shall be adduced or considered, other than that presented in the minutes of the Committee above named. But if, in the consideration of the subject, further evidence shall appear to be necessary, the matter may be

referred back to the Committee on Discipline, for the taking of the required evidence, which being reported to the Board, the consideration of the subject may be resumed as before; or the Board may, at its discretion, refer the subject to a special committee, whose duty it shall be to take the whole matter into consideration without reference to the previous action of any committee, except so far as such action may affect the merits of the question, and to report the evidence taken, with resolutions embodying their conclusions, and proposing such action as may be necessary to remove the cause of disturbance. Such resolutions may, in extreme cases, propose the censure of the parties at fault, the removal of a Trustee from a committee or committees of the Board, or the discharge of a teacher from the schools. [December 11, 1865.]

ELECTIONS—HOW CONTESTED.

59. When it is desired to contest the election of any member to a seat in the Board, a petition must be written, briefly setting forth such grounds or facts as the contestant relies upon to show his legal right to such contested seat. This petition must be signed by the person claiming such seat, and must be delivered to the Clerk of the Board within five days after the annual organization in April, and must be read for the information of the Board, at the next regular meeting thereafter. A special committee not exceeding in number five members, shall be appointed whose duty it shall be to inquire into the truth of the statements made in such petition. Such special committee shall hear all testimony offered by both parties to such contest, and report the same in writing to this Board without delay, together with their finding and judgment thereon. The Board shall then proceed to determine, by a vote of yeas and nays, which party to the contest is entitled to a seat in the Board. The President shall put the question in this manner: "Is ———, the contestant, entitled to a seat in the Board from ——— Ward, instead of ———, the person whose seat is contested?" A majority of the members of the Board shall

be necessary either in the affirmative or negative, to determine who is entitled to such contested seat. And the party so entitled to such seat shall take the oath of office required by law. [May 2, 1870.]

60. When a party desiring to make a contest for a seat in the Board, shall serve the person whose seat he desires to contest, with a notice setting forth the grounds or reasons for such contest, within twenty days after the election, and shall file a copy of such notice with the Clerk of the Board, within thirty days after the election, testimony may be taken by either party, at any time after such notice of contest, in the form of depositions, in the same manner and on same notice as used in legal proceedings, which testimony may be offered to, and heard by, the said special committee. [May 2, 1870.]

PUBLIC LIBRARY.

61. For the purpose of increasing and maintaining the Public Library, the Board of Education is authorized annually to levy a tax not to exceed one tenth ($\frac{1}{10}$) of one mill on the dollar valuation of the taxable property of the city of Cincinnati, to be estimated and reported to the Board by the Committee on Funds and Taxes, at the same time that they report the estimate for school purposes; and such special tax shall be assessed and collected in the same manner as other school taxes. [July 1, 1867.]

62. The amount of said tax, when collected, shall be expended under the direction of the Board of Education, for the purchase of such books as are suitable for public school libraries, the bill for which, with attendant expenses, shall be certified to by the President and Clerk, and paid by the City Treasurer. [July 1, 1867.]

63. The Board of Education shall have power to make all needful rules and regulations for the management of the

Library, and such library shall be accessible to all residents of the city of Cincinnati, over sixteen years of age, subject to the rules and regulations adopted for its control and preservation; and non-residents of the city, sixteen years of age, by paying three dollars per annum in advance, and an additional deposit of five dollars, shall enjoy the use of the library, subject to the same rules and restrictions as residents. [October 19, 1868.]

64. The Public Library shall be under the direction of a Board of Managers, who shall be chosen as follows: the Board of Education shall on its organization in July, 1867, elect by ballot, two persons to serve for the term of three years, two persons to serve for the term of two years, and two persons to serve for a term of one year; and annually thereafter, at the same time, two persons to serve for the term of three years. All vacancies in the positions above designated to be filled by ballot of said Board of Education; the persons so elected to serve during the unexpired term of their predecessors, and until their successors are elected. The President of the Board of Education shall also be a member of said Board of Managers *ex-officio*, and the Board of Managers so constituted shall at all times be amenable to, and under the control of, the Board of Education, both as to their authority and tenure of office, and shall serve without compensation. [July 1, 1867.]

65. On the Thursday succeeding the election, annually, the Board of Managers shall assemble at the call of the Clerk of the Board of Education, and organize by electing a Chairman, Treasurer, and Secretary, and report such organization to the Board of Education. [February 2, 1874.]

66. Such Board of Managers shall have the general control of such Library, subject to the will of the Board of Education; and it shall be their duty to enforce the rules and regulations adopted for the use, preservation, and management of the same, and they shall act with a view to the enlargement, utility, and permanence of such interest. They shall also cause such Library to be closed and carefully examined and counted during the month of June each year, and they shall report its condition to the

Board of Education at its last meeting in June, annually, which report may be submitted in printed form. [July 1, 1867.]

67. The Board of Managers shall submit to the Board of Education, at its first regular meeting in June of each year, the name of a suitable person to be elected as Librarian for a term of one year; and at the last regular meeting in June of each year, the names of persons suitable to be elected as Assistant Librarians for the ensuing year. The Librarian shall perform his duties under, and by the direction of the Board of Managers, or as the Board of Education may direct. The Assistant Librarians shall be under the direction and control of the Librarian. [June 19, 1876.]

68. The Board of Education shall make an annual allowance of a sum not exceeding \$25,000, for the salaries of Librarian and Assistant Librarians, the same to be distributed by the Board of Managers at the commencement of the year, and paid by installments on the regular bill days of the Board of Education. [November 15, 1875.]

69. Such Board of Managers shall also keep an accurate account of all receipts and expenditures on account of the Library, and present an abstract of the same to the Board of Education, on a regular bill night, once a quarter. [July 1, 1867.]

70. All donations, or other receipts for the benefit of the Library, shall be paid into the City Treasury, to be held as a special Library fund, out of which all appropriations for the Library shall be paid; provided, that donations for special objects connected with the Library shall be subject to appropriation by the Board of Managers, in accordance with the condition of the donation, without action by the Board of Education. [July 1, 1867.]

71. The Board of Education may appropriate from time to time a sum not to exceed, with the unexpended balance of the preceding appropriation, the sum of \$500, which the Board of Managers may expend without further action of the Board of Education. [July 1, 1867.]

STANDING COMMITTEES.

72. The Committees on Drawing, Gymnastics, and Music, jointly, shall, before the close of the summer vacation, arrange a time-table for lessons in those exercises for the ensuing year in all the schools, to be observed by the Principals of the schools, respectively, in arranging other recitations. [April 24, 1865.]

73. Every Standing Committee shall keep notes of its meetings, members present, and proceedings, in a book to be provided for the purpose, and to be preserved and indexed by the Clerk. Reports shall be made in writing. No report shall be made except by leave of the Board, unless a meeting of the Committee has been called, and each member notified. A minority may report their reasons for dissenting, or propose counter measures at their discretion. [April 24, 1865.]

74. The following Standing Committees shall be appointed by the President at the beginning of each school year, and besides the special powers and duties hereinafter stated, shall exercise such others as the Board shall prescribe. [April 24, 1865.]

ON BOUNDARIES AND STATISTICS.

75. Five members, to revise the boundaries and proportions of districts, and report whenever changes may be advantageously made; to see that measures for taking the enumeration of youth and making returns of school statistics are properly executed, as required by law; and to assist them in the discharge of their duties, they shall have power to require the services of the Superintendent of Schools. [October 28, 1867.]

ON BUILDINGS AND REPAIRS.

76. Five members, to have general supervision of the building and repairing of all school houses and grounds, and all plans, estimates, and contracts for such works. No contract for building, or for repairs exceeding ten dollars in amount, shall be made until the matter shall have been referred to and reported upon by this Committee. They shall inspect and report the condition of all the school houses, grounds and appurtenances, in June every year. They shall have the direction and assistance of the Superintendent of Buildings in all matters relating to their duties. [April 24, 1865.]

ON CLAIMS.

77. Three members, to examine all bills and claims, except salaries, and report their allowance or disallowance in writing, signed by them, at every meeting of the Board appointed for passing bills. No claim or bill shall be allowed by them unless verified strictly according to the rules, and the authority for the same indorsed upon it. [April 24, 1865.]

ON COURSE OF STUDY AND TEXT-BOOKS.

78. Five members, to whom all motions or proposals for change in the studies, text-books, or exercises in any department, except as otherwise provided by the rules, shall be referred for their consideration and report, before any final action of the Board. They shall constantly observe the modes of instruction in all the schools, the measure of studies required, the merits of the books and exercises in use, and report every defect or abuse, and recommend any change in such matters which they deem important, guarding specially against any excess in the tasks imposed, and any abuse in memorizing lessons. [April 24, 1865.]

ON DISCIPLINE.

79. Five members to act on all appeals and matters of discipline, as to teachers and pupils, which shall be referred

to them. This committee shall diligently observe the morals and manners prevailing in the schools, and report to the Board whenever they find any occasion for remedy or reproof, in order that the Board may, to the utmost, use its endeavors to preserve and promote the best tendency of the Common Schools in these matters. [April 24, 1865.]

ON DRAWING.

80. Three members, to have supervision of that department, and of studies, text-books, and examinations therein, and to nominate teachers of drawing annually, at the time appointed for appointing assistant teachers, and in cases of vacancy. They shall also see that the Principal of Drawing shall give proper instructions to his Assistants, as well as the teachers of all the grades of our schools; and such Committee shall be empowered to establish such minor regulations as may be necessary for the management of this department. [September 28, 1868.]

ON EXAMINATIONS.

81. Five members to have general supervision of examinations, and enforce them at such regular periods as they may deem proper. Once a year they shall cause a uniform examination, for comparison, to be made of all the schools, or such grade or grades in all as they may select, and report to the Board with their views as to the state of the schools. They shall appoint the proper examiners, and fix the average necessary for transfer at all examinations. In all matters pertaining to this Committee, they shall have the advice and aid of the Superintendent of Schools. [April 24, 1865.]

ON FUEL.

82. Three members to estimate and report to the Board, in due season, every year, what provision of fuel will be needful for all the schools, and to manage the purchase and distribution of the supply ordered by the Board. They shall require the Superintendent of Buildings, in connection with the Clerk, once a year, at such times as they may

direct, to report the amount of fuel consumed in each house, a comparison of each with the previous year, and the amount on hand. It shall be the duty of the committee to advertise, during the month of March, each year, or earlier if they deem it advisable, without further authority from this Board, for a year's supply of coal for all the Public Schools, and to report on the first meeting in April, the bids received, and the amount of fuel required, which report shall be made the special order of this Board at the first meeting in April, at 8½ o'clock, and at the same hour at each subsequent meeting of the Board, until a contract is made for the purchase of a year's supply of coal. [February 2, 1874.]

ON FUNDS AND TAXES.

83. Five members, to have general supervision of the school funds and accounts, and to keep the Board at all times accurately informed of the condition thereof, so as to guard against any contracts or expenditures which may exceed the revenue of the year. They shall estimate and report to the Board annually, and at least four weeks before the time prescribed for the certificate by this Board to the County Auditor, what tax is necessary for school purposes, stating in detail their estimate for every purpose. They shall see that all school moneys, credits, securities, due or belonging to the Board, are faithfully collected, kept and accounted for, and that the books and accounts of the Board are properly kept. [February 2, 1874.]

ON FURNITURE.

84. Three members, to contract for and supply the schools with such articles of furniture as the Board shall authorize, and to estimate and report the supply necessary for new schools. They shall provide a repository for rejected furniture, and may sell such furniture, accounting to the Board, after each sale, for the proceeds; and whenever any Local Trustee may make request to the Board for furniture, or for repairing furniture, the same shall not be allowed until reported upon by the Committee.

The Principal teacher of every school shall return to the Clerk for the use of the Committee, upon blanks provided by the Board, at the meeting of the Board next preceding the Christmas holidays, and also at the meeting next preceding the close of the schools each year, an inventory of all the furniture of his school—specifying the condition, the articles in each room, separately, and accounting for all damages; and the said blanks, after inspection by the Committee, shall be filed in the Clerk's office. [December 14, 1868.]

ON GERMAN DEPARTMENT.

85. Five members, who, as to such department, shall exercise the powers and duties prescribed for the Committee on Examinations, so far as applicable, and as to their books and studies, shall act jointly with the Committee on Course of Study and Text-Books. [April 24, 1865.]

ON GYMNASTICS.

86. Three members, to have the supervision of that department and of examinations therein; and to nominate teachers of gymnastics annually, at the time prescribed for nominating assistant teachers, and in cases of vacancy. [April 24, 1865.]

ON LOTS.

87. Three members, to purchase and sell school lots as authorized by the Board, and to have care of any real estate not in use by the schools. [April 24, 1865.]

ON MUSIC.

88. Three members, to exercise in that department the powers and duties prescribed for the Committees on Course of Study, and Text-Books and Examinations; and to nominate teachers of music at the time prescribed for nominating assistant teachers, and in cases of vacancies. [April 24, 1865.]

ON NIGHT SCHOOLS.

89. Five members, who shall have charge of the Night Schools and Night High Schools, and whose duty it shall be to select houses in which to hold such Night Schools, and to have them properly furnished and lighted for that use; to nominate teachers and to prescribe the course of study and text-books for the same; and generally to have such supervision and authority as will enable them to make Night Schools most successful, reporting their action for approval, to the Board on the first Monday of each month; and at the close of the session making a full report to the Board of the condition and progress of said schools. They shall make full announcement of the location and conditions of admission to the Night Schools, prior to their opening in November and January of each year. [September 27, 1869.]

ON NORMAL SCHOOL AND TEACHERS' INSTITUTE.

90. Five members, to have charge of the Normal School, and at the usual time for nominating teachers, to nominate suitable persons as Principal and Assistant Critic Teachers for the same, and to have a general supervision of such school. They shall also issue Certificates of Graduation to persons having attended such school, according to the standing rules relating thereto. Such Committee shall also nominate suitable persons to give instruction in the Teachers' Institute, and shall have the general management of the same. In the performance of their duties, such Committee shall have the aid and advice of the Superintendent of Schools, and it shall be their duty to make an annual report to the Board on such School and such Institute. [February 2, 1868.]

ON PENMANSHIP.

91. Five members, to exercise in that department the powers and duties prescribed for the Committees on Text-books and Examinations. [April 24. 1865.]

ON PRINTING.

92. Three members, to report upon and conduct all contracts, accounts, or matters relative to printing, authorized by the Board. [April 24, 1865.]

ON REPORTS AND EXCUSES.

93. Five members, whose duty it shall be to examine the reports of Principals to the Board, and to audit all claims of officers, teachers and janitors, for salaries, and to report in an abstract form, in writing, the deficiencies in any of the Principals' reports, and also their allowance or disallowance of any salary claimed, which report shall be made to every meeting of the Board appointed for payment of salaries; and it shall particularly be their duty to establish a uniform and just practice in granting excuses for absence or tardiness, under Nos. 136, 137, and 138 of the Regulations of the Board.* [February 25, 1867.]

ON RULES AND REGULATIONS.

94. Five members, to whom all additions to, or amendments of, the Rules of the Board or Regulations of the Schools shall be referred before adoption, unless otherwise referred by the Board. They shall report whether the same are in proper form, and what rules and regulations such legislation may come in conflict with, and what changes may be necessary to preserve the uniformity of the whole. It shall also be their duty to report such rules

* The Committee on *Reports and Excuses* have agreed upon the following general excuses:

1. For re-examination, one-half day.
2. For death and burial of father, mother, brother, sister, husband, wife, or child, two days.
3. For the death of uncle, aunt, nephew, niece, or grand parent, one day.
4. Absence for any other cause not excused, except by the Rules of the Board.

The Committee also agree that deductions should be made by quarter days; an absence of one-fourth day or less, being counted one-fourth day, more than one-fourth day and not more than one-half day, one-half day, etc., etc.

All cases of tardiness and absence to be reported, *whatever the cause or excuse*. Teachers excused for any cause must pay any substitute employed.

No substitutes allowed for Normal Institute or Superintendent's meetings.

and regulations as may, in their judgment be dispensed with. As soon as practicable after the commencement of the school year, they, with the assistance of the Clerk and Superintendent, shall issue the Annual Report. In so doing, they shall be empowered to re-number the Rules and Regulations; to determine what matter shall be admitted into such Report; classify the same, and decide upon the style and arrangement thereof. They shall also recommend the number of copies of such Report to be published. [November 1, 1875.]

ON SALARIES.

95. Five members, whose duty it shall be to enforce the strict observance of all rules and requirements, as to salaries of officers, teachers, janitors, and others employed by the Board; and for this purpose they shall revise the lists every three months, at least, and report every error or deviation that may have occurred. All nominations of teachers, shall be referred to them for report, both as to the amount of salary and the date of commencement of service, before any action by the Board thereon; but shall not be considered or approved by them unless presented and made in conformity with the standing rules regulating nominations, appointments, and salaries. [March 6, 1876.]

ON STOVES AND FURNACES.

96. Five members, to provide the schools with such warming and ventilating apparatus as may be authorized by the Board. It shall be their duty to report to the Board such information as they may have upon the best modes of warming and ventilating school houses. They shall inspect the stoves and furnaces of all the schools annually, in June, and report any wants or defects; and to this end they shall have power to require the aid of the Superintendent of Buildings. [September 27, 1869.]

ON SUPPLIES.

97. Three members, to report a list of articles necessary and proper, as supplies for the schools, and a fair tariff

or scale for the distribution thereof, and to see that such tariff as the Board may adopt is strictly observed and enforced. At the close of the schools, every year, they shall require of the Principal teacher of every school an inventory of the supplies remaining on hand, and report to the Board a statement of the consumption of supplies in each school during the year, and a comparison of each with the previous year. [*For list of supplies see note.*] [April 24, 1865.]

ON UNGRADED SCHOOLS.

98. Five members, to have control of ungraded schools, whose duty it shall be to establish and have charge of one or more schools for instructing the deaf, dumb and imbecile. They shall nominate to this Board suitable persons as Principal and Assistant teachers, with amount of salaries for the same. They shall prescribe the course of study and text-books for such schools; and generally shall have such supervision and authority as will enable them to make their schools successful. At the close of the session they shall make to this Board a full report of their action and of the conditions of such schools. [October 23, 1871.]

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REGULATIONS OF THE SCHOOLS.

SUPERINTENDENT.

The Superintendent of the Common Schools of Cincinnati shall be governed by the following rules:

99. He shall visit and examine each and all the schools personally, as often as practicable, and give attention to

NOTE.—Wash basins, tin cups, dust pans, ink, crayon chalk, pens, slate pencils, hand bells, water buckets, coal buckets, shovels, tongs, pokers, coal boxes, thermometers, large mats for outside doors, maps, numeral frames, pen holders, stationery for the offices, dumb-bell hooks, garbage-tubs, map-stands, lead pencils, blackboard rubbers.

their organization, the relations of the several departments in each to the others, and the relative labors and duties of the teacher thereof; and shall, with the approbation of the Local Trustees, direct the teachers to make such changes, not inconsistent with the Regulations of the Schools, as shall seem best calculated to give greater efficiency to the schools. He shall carefully note the modes of government and instruction pursued by each of the teachers, and the qualities and adaptation of each teacher for the place assigned by the Local Trustees, and he shall keep a faithful record of his examinations, which shall at all times be open for the private inspection of the members of this Board; and whenever he doubts the qualifications, efficiency, or fitness of a teacher, he shall report the same distinctly to the Local Trustees of such school. [July 24, 1854.]

100. He shall also inspect the school grounds and buildings, and the furniture and apparatus of the schools, and report to this Board whenever their condition or arrangement is not adapted to the best classification of the schools, or is not convenient or attractive; also, whenever the provisions for warming, ventilating, or lighting the school houses are unfavorable to the health and physical development of the pupils. [July 24, 1854.]

101. He shall ascertain, from time to time, whether the School Districts be so divided as to afford equal and uniform advantages to all parts of the city, and report to the Board such changes in the boundaries as may seem likely in any way to improve their classification, promote their convenience, or lessen the expenses of the schools without prejudice to their objects. [July 24, 1854.]

102. He shall devise and report to the Board a system of blanks for registers and reports, have charge of their distribution to teachers and return by them, and prescribe to teachers rules for keeping the same. These blanks shall be specially adapted to show the scholarship and actual attendance of each pupil in the schools, the number of those who are constant and uniform in attendance, and of those who are not, together with the degree of

irregularity. He shall also ascertain and report, as nearly as may be, the number of children in the city attending schools other than Common Schools, and of those who are not attending any school—discovering as far as practicable the reasons and remedies. He shall also investigate the causes of truancy and irregularity on the part of the pupils, and suggest such checks and remedies as he may deem feasible and proper. And in investigating such matters, he may require the aid and services of all the teachers. [July 24, 1854.]

103. He shall see that the Regulations of the Schools are uniformly and faithfully observed and executed in all departments of the schools; that registers are kept and reports made by the teachers, with neatness, care, and uniformity. He shall direct teachers as to the best modes of instruction and government, giving special attention and assistance to those of the primary classes and those who have had little experience in the profession; in fine, he shall, in every way practicable, advise, aid, and stimulate teachers in the performance of their office and duties, and to these ends he shall have power to require the attendance of any and all teachers at such convenient times and places, out of school hours, as may be designated by the Board. [September 11, 1854.]

104. He shall attend and advise, when requested, with any standing or special committee of the Board, in respect to matters committed to them, and shall consult with all those who, directly or indirectly, have the expenditure of the school funds, in order that just and uniform provision be made for all the Common Schools, and that the wisest economy be exercised in their outlay. [September 11, 1854.]

105. He shall keep himself and the Board constantly informed of the school systems of other countries, States, and cities, their organization, modes of government, the best methods of moral and intellectual education adopted in them, and the general working of their systems; and for this purpose shall effect the best arrangement possible for a regular and permanent exchange of Reports between this and other school boards. [September 11, 1854.]

106. At the first regular meeting of the Board in September, every year, he shall present a report, giving as particular a view as may be, of the progress and condition of each and all of the schools, and suggesting such measures as in his judgment may be material to their improvement. [February 2, 1874.]

107. It shall be the duty of the Superintendent of Schools to keep a record of all meritorious applicants for positions as teachers in our schools. [October 28, 1867.]

108. He shall report to this Board, from time to time, upon such matters pertaining to his office as may be directed by the Board, and shall perform such other duties as may be prescribed by the Board. [September 11, 1854.]

109. It shall be his duty to see that all teachers are fully employed, and whenever he may ascertain that the time of any teacher is not fully occupied, he may make such transfers of teachers and consolidate such classes of pupils as in his judgment may be deemed necessary; provided that all such transfers and all such consolidations shall be reported to the Board at the next meeting. [February 5, 1872.]

110. He shall have authority to assemble any or all the teachers four times per month for the purpose of having them instructed in any branch of study now taught in the schools. Two of such meetings may be held during school hours, and for this purpose the Superintendent may dismiss any school or schools or grade of schools, not exceeding two hours at any one time. The other meetings shall be held on Saturday. [February 5, 1872.]

111. It shall be the duty of the Superintendent to report to the Board all cases of absence from, or tardiness in, attendance upon the exercises of Teachers' Meetings or Normal Institute; and teachers thus reported shall suffer the same reduction of salaries as is made for like cases of tardiness and absence from school. [June 19, 1871.]

SUPERINTENDENT OF BUILDINGS.

112. There shall be employed a Superintendent of Buildings, whose duty it shall be to superintend the erection of

new school-houses, or the repair of old ones; to look to the preservation and fitness of the school buildings and grounds (including those of the High Schools), and perform such other duties as may be required of him by the Committee on Buildings or by the Board. [September 25, 1871.]

113. Under the direction of the Committee on Furniture, he shall have the care of the furniture of the Schools, and shall see that all furniture supplied to the schools is strictly according to the contract under which it is supplied. [September 25, 1871.]

PRINCIPALS.

114. The male Principal, as the *Local Superintendent*, is responsible for the observance and enforcement of the Regulations of the Schools and the Rules of the Board, so far as applicable to his duties, and is accordingly vested with authority to carry them into effect. [November 7, 1853.]

115. He is to classify the pupils in the different grades above the Primary Department, according to their advancement in the various branches pursued by them. He shall announce to the other departments, by the ringing of a bell, the hour for opening and closing school, for the recitation of classes, and for recess. He shall see to the safe keeping and protection of the house, furniture, apparatus, fences, trees, and shrubbery, and maintain the strictest cleanliness in the school and out-houses. He shall require the pupils not to appear in or about the yard earlier than forty-five minutes before the opening of the school, and prevent them from annoying by noise or otherwise, the neighborhood of the school. He shall also take measures to insure order on the part of pupils in going to and returning from school. [May 31, 1869.]

116. The Principal shall make an annual report, and each teacher shall keep a daily register of the name, age, attendance, suspension, and withdrawal of all the pupils in the respective schools, according to forms prescribed by the Board. The Principal shall also keep a daily

register in some room most convenient of access to the majority of teachers of the school, in which teachers shall report their presence in the morning and afternoon, and such register and such report shall be deposited with the Clerk at the end of the year. [March 18, 1872.]

117. The Principals of the Intermediate and District Schools shall devote at least one hour per day for every two hundred pupils in average daily attendance upon their schools, in attending to the general affairs thereof, and in supervising and directing the labors of their Assistants. They shall see that all the records of the schools are neatly, regularly, and accurately kept by the several teachers; shall keep the pupils equally distributed and properly classified in the several departments; shall see that they are constantly and profitably employed during school hours, and see that parents are daily notified of the absence of their children, in all cases where the cause of absence is unknown, or is not satisfactory to the Principal; they shall, as often as once in each month, satisfy themselves, by examination, of the progress and thoroughness of each class, in all the departments of their respective schools, and at the end of each month report to the Superintendent and Local Trustees if there be just cause to doubt the qualifications of any teacher. They shall co-operate with the Superintendent in advising and directing teachers as to the best modes of instruction and government, and in all other matters. [February 25, 1856.]

118. To enable the Principal of each school to perform the duties prescribed as above, he shall be relieved of the special charge of pupils in study hours, and shall have a recitation room assigned to him, in which he may hear the recitations of his classes. [February 25, 1856.]

119. To secure uniformity of time, the Principals shall cause the clocks of their respective schools to be regulated by the tapping of the fire bells at 12 o'clock m. [July 1, 1867.]

120. The hours of study and recitation shall be arranged in tabular form by the Principal of each school, according to blank forms to be prescribed by the Superintendent,

with whom, within three weeks after the first Monday of September in each school year, each Principal shall deposit a correct and neat copy of said study and recitation sheet. [August 10, 1857.]

121. The Principal of each school shall be responsible for the cleanliness and care of the school rooms and grounds; and for this purpose shall have power to employ a suitable janitor, acceptable to the Local Trustees, at a salary to be fixed by the Board, who shall be entirely subject to his directions, except during the vacation of the schools, when he shall be under the control of the Superintendent of Buildings. [June 5, 1865.]

122. During the progress of examinations by printed questions, the Principals of the several District and Intermediate schools may, at their discretion, dismiss the pupils upon the completion of their work, as prescribed for the day. [February 5, 1872.]

123. All Principals shall promulgate to the teachers of their respective schools such rules of general application as they may receive from the Board; shall transmit to the Clerk, on the Saturday preceding the days specified in the schedule of the Clerk for payment of teachers' salaries, a report of the number of days' service of each teacher in their respective schools; as well as all other reports required, according to the blank forms furnished them, with such additional information as the Board may from time to time require, or as they may think important to communicate; and any failure, except from sickness, to file with the Clerk the aforesaid report, according to the full requirements of the forms prescribed, will debar them from the reception of their salary until the same is rendered to the satisfaction of the Board. The Principals of the District Schools are required to state in their reports whether the time tables have been strictly observed in their respective schools. [July 24, 1865.]

124. The Principals of the Intermediate Schools shall be required to keep a record of daily recitations of classes designed for transfer to the High Schools, and to make from this record an average of each pupil's standing in each branch of study; also a general average on all the

branches, and to certify the same together with the standing of the pupil as to deportment, in the application for admission to the High Schools at the close of the year. [June 13, 1859.]

125. Principals, shall on bill days, file estimates of the supplies needed in their respective schools during the ensuing month, which shall be furnished said school when approved by the Committee on Supplies and the Board. [December 16, 1872.]

126. Principals of District Schools shall have authority to detain teachers of G and H grades one hour and one-half per day, not exceeding twice per week, except during examinations, when they may be detained the same time as the teachers of the other grades. [February 2, 1874.]

127. Principals shall, upon an order from the Clerk, draw from the City Treasurer the monthly salary of their Assistant teachers and janitors, and pay them, taking receipts for the same, upon blanks provided by the Board for that purpose, which receipts they shall at once file with the Clerk as vouchers. [February 2, 1874.]

TRANSFER OF PUPILS—DUTIES OF PRINCIPALS.

128. As soon as the Principal of a school begins to suspect that it will be necessary to reduce a pupil from a higher to a lower grade, he shall give notice of the probable necessity of such a course to the parents of the pupil, at least one month before he shall take final action in the case, and shall at the same time send a like notice to the Superintendent of Schools, whose duty it shall be to keep the said notice on file, and, if possible, inquire into the case, and suggest such remedy as to him may seem best. If at the end of the time above prescribed, it shall be found detrimental to the child's own interest, and to the progress of the class, to retain him or her longer in the grade, the reduction may be made, with the consent of the Superintendent: *Provided*, however, that no pupil shall be reduced to a lower grade who has been in the grade for a period of four months; and *Provided further*, that such reduction shall be limited to Grades A, B, C, D and E.

The Principal of each school shall, in his annual report to the Superintendent, state the number of children reduced from each grade during the year for which the report is made. [February 19, 1866.]

129. The Principals shall, in their annual reports to the Superintendent, state, *First*, The number in each grade who were advanced according to the course of study, in one year or less from the time of their admission to the grade. *Second*, The number of each grade who failed to be advanced with their grade at the annual or other examination for transfer. *Third*, In a separate exhibit, the number of those who have failed to be advanced after being members of a grade two years, three years, etc., of all of which items the Superintendent shall be required to give an abstract in his Annual Report to the Board. [February 19, 1866.]

130. The Principals of the Intermediate Schools shall, each year, hold two examinations for admission to said schools: *First*, The annual examination at the close of the year, now required by the Rules; and, *Second*, A semi-annual examination, to be held on the first Monday in February, of all pupils who may have failed at the annual examination, and such other pupils as the Principals of the District Schools may recommend for transfer. [February 19, 1866.]

FIRST GERMAN ASSISTANT.

131. The First Assistant Teacher of German, under the control and direction in all respects, of the Principal of the district, shall superintend the German Department of said district; and his classes shall be so arranged as to allow him thirty minutes each day, for the purpose of such superintendence; and all inefficiency in instruction, by any of the teachers of German, he shall at once report to the Principal of the school. [June 9, 1862.]

132. In all districts where a Second, and not a First German Assistant is employed, the same duties as are required of the First Assistant by the foregoing rule, shall be performed by said Second Assistant. [June 9, 1862.]

TEACHERS IN GENERAL.

The following teachers may be employed in the Intermediate and District Schools:

133. In Intermediate Schools one Principal, one First and one Second English Assistant; and in schools where German is taught, one First, and, if required, one Second German Assistant. In District Schools one Principal and one First German Assistant. [November 1, 1875.]

134. In Intermediate Schools, in addition to the teachers provided for by Rule 133, one Assistant for every fifty pupils in average daily attendance, first setting apart an average daily attendance of fifty pupils for each English Assistant teacher provided for in Rule 133. In District Schools one Assistant for every fifty pupils in average daily attendance. [November 1, 1875.]

135. No Principal shall be appointed unless he holds a Male High School Certificate, or a Male Principal's Certificate; and no Male Assistant, unless he holds a Male High School Certificate, a Male Principal's Certificate, or a Male Assistant's Certificate; and no Female Assistant shall be appointed unless she holds a Female High School Certificate, or a Female Assistant's Certificate from the Board of Examiners; *Provided*, that any person holding a special certificate for music, drawing, penmanship, or any foreign language, or any person holding a certificate from the State Board of Examiners, may be appointed to teach any branch or branches covered by said certificate; *Provided, further*, that any person holding a Night School Certificate may be appointed to teach in the Night Schools, and all teachers appointed shall hold their stations and salaries during the pleasure of the Board. [November 2, 1874.]

136. Every teacher is required to be present in his or her room, and have such presence duly reported fifteen minutes before the opening of school in the morning, and five minutes before the opening of school in the afternoon; and any teacher chargeable with tardiness shall suffer a deduction of salary equal to one-fourth of a day's

pay for each failure, unless the Board shall otherwise order; and each teacher shall record his or her presence in the daily register for such purpose every morning and afternoon, and when tardy, write the number of minutes tardy after the letter *t*, adjacent to the report of presence. [July 1, 1867.]

137. No teacher shall be allowed to be absent from school, except from personal sickness, without furnishing a substitute satisfactory to the Local Trustees; nor shall any teacher be absent for a period longer than three days without permission from the Board. In cases of absence, pay shall not be allowed for the time absent, unless the Board, by special action, shall otherwise order. [July 1, 1867.]

138. Teachers who absent themselves from the meetings called by the Superintendent, shall suffer a deduction of salary, as in ordinary cases of delinquency in attending schools. [June 19, 1871.]

139. No teacher shall be permitted to introduce textbooks of a higher grade into his or her class. [August 25, 1862.]

140. It shall be the duty of all teachers to make themselves acquainted with the rules prescribed by the Board, and to observe and enforce the same, so far as they relate to their several departments; to preserve perfect order in their respective rooms, watch over the morals of their pupils, and restrain all improper speech and conduct; to report all cases of gross misconduct and immorality to the Principal, for his counsel and direction; to endeavor to gain, by courteous deportment, the influence and co-operation of *parents* in sustaining the teacher's authority and government over their children; and, so far as practicable, to govern their pupils by the moral influence of kindness and by appeals to the nobler principles of their nature. [November 7, 1853.]

141. The habits, character, and deportment of each child shall be studiously cultivated and improved, throughout the course, by every teacher. [August 17, 1855.]

142. Cleanliness of person and dress, neatness, obedience, and order, are to be carefully encouraged and required.

This must begin with Grade H of the District Schools, and will be regarded as necessary, throughout every grade, for a successful administration. [August 10, 1857.]

143. The visits of teachers to other schools, under direction of the Board, shall be regulated and directed by the Superintendent, and all such visits shall be reported to this Board at each and every regular bill night. [May 4, 1857.]

144. No teacher shall have the right to resign, during the term for which he or she has been appointed, without at least two weeks' notice and the consent of the Board; and any resignation offered for the purpose of enabling a teacher to procure an appointment in any other of the Common Schools of Cincinnati, shall state such purpose in the same. [October 29, 1866.]

145. Teachers of the several District Schools are instructed to refuse admission to their respective schools of all colored children applying to attend the same. [July 3, 1855.]

146. The sale of books and stationery (copy and drawing books excepted,) by the teachers of the Public Schools, shall not be allowed; neither shall teachers be allowed to send their pupils on errands during school hours. [September 28, 1874.]

147. No subscription or contribution shall be called for or permitted by the teachers in the District and Intermediate Schools, from the pupils thereof, for any purpose whatever, unless authorized by the Board. [February 11, 1861.]

148. No teacher in the Common Schools shall be permitted to keep a private school, or give instruction to private pupils, before 6 o'clock P.M., except on Saturdays. [June 10, 1833.]

NORMAL SCHOOL AND TEACHER'S INSTITUTE.

149. The Normal School shall be located in such District School house as the Board may from time to time designate; and the Principal of such District School shall be responsible for the order and discipline of the pupils in

the halls, stairways, and yards, and in all such rooms as are not connected with the Normal Department. The Principal of the Normal School shall have sole charge of all that relates to methods of instruction, mode of government, and classification of the pupils in the same. Such Principal shall see that the proper registers are kept in such Normal School, and report to the Board the attendance of the instructors and pupil-teachers in such school; and shall report to the Committee on Normal School and Teacher's Institute annually, and at such other times as that Committee may deem necessary. [February 3, 1868.]

150. Such Normal School shall be in charge of the Committee on Normal School and Teacher's Institute, in connection with the Superintendent of Schools. The course of study and text-books shall be designated by such Committee, and the hours of tuition and study shall be followed so far as the same may be by them deemed practicable. But in the classes under charge of pupil-teachers, the text-books shall be adhered to, while the course of study and time-table may be varied at the discretion of the Committee. [February 3, 1868.]

151. The course of instruction in such Normal School shall continue during one school year—a part of the time being devoted to the theory of teaching, and a part to its practice—and such instruction shall be under the Supervision of the Principal and Assistant Critic Teachers of the same. The Committee having such school in charge is authorized to issue Certificates of Graduation to any person who may have passed a satisfactory examination before the Board of Examiners, and have shown commendable proficiency in such school. [February 5, 1872.]

152. Any person over seventeen years of age who may be a resident of Cincinnati, and who shall have passed an examination satisfactory to the Committee on Normal School and Teachers' Institute, shall be allowed to attend such Normal School free of charge; any person not a resident of Cincinnati, of like age and the same qualifications, may attend such school upon paying, in advance, quarterly, an annual tuition of \$60. [June 19, 1876.]

153. The rules relating to attendance and absenteeism of pupils shall apply to pupil-teachers. [February 2, 1868.]

154. Any graduate of such Normal School shall have the preference for position as teacher in our schools, other things being equal. [June 12, 1876.]

155. One week prior to the annual opening of the schools each year, all the teachers of the Common Schools shall be required to attend a Teachers' Institute, to be organized and conducted under the direction of the Committee on Normal School and Teachers' Institute, in conjunction with the Superintendent of Schools. Such Institute shall be open to all persons who may desire to become teachers in the Common Schools of Cincinnati. The sessions of said Institute shall be held not less than two hours, both forenoon and afternoon, on each day of said week. The week devoted to the exercises of this Institute shall be regarded as part of the time for which teachers are employed and paid. [February 3, 1868.]

156. It shall be the duty of the Superintendent to report to the Board all cases of absence from, or tardiness in attendance upon, the exercises of said Teachers' Institute; and teachers thus reported, shall suffer the same reduction of salary as is made for like cases of tardiness and absence from school. [February 3, 1868.]

SALARIES.

157. The salaries of teachers shall be regulated by the number of years' experience of such teachers, in the same or equivalent positions in regularly graded schools of good standing, counting the first year at the lowest salary named, and adding the annual increase for each year's experience; *Provided*, that no experience of less than half a year shall be counted; and, *Provided*, that all teachers to be hereafter appointed shall begin with the lowest rate of salary, unless the Board, on the recommendation of the Committee on Salaries, shall make special exception in the case of an experienced teacher, whether such experience has been in graded schools or otherwise. [October 25, 1866.]

158. The salary of every substitute shall be determined by the number of years of actual experience of such substitute in teaching; *Provided*, that no substitute shall receive a higher salary than the teacher in whose place such services shall be rendered. [March 30, 1868.]

159. Salaries shall commence only from the date as fixed in accordance with the requirements of Rule 95. [March 6, 1876.]

160. The salaries of teachers shall be paid in ten installments during the school session, according to a schedule to be arranged by the Clerk at the beginning of each school year; and each payment shall be in full for the service reported by the Principal, which payments shall be regulated as follows: Multiply five by the number of weeks of school session, add six for Normal Institute, and nine for Superintendent's meetings, and the yearly salary of each teacher divided by the sum so found will be the day's pay of that teacher. [September 8, 1873.]

161. The salaries of officers and janitors during the school session shall be paid on the regular bill days, and during the summer vacation in two payments, which shall be made at such times as may be previously designated by the Clerk; and each payment shall be in full for the service rendered from the previous bill day to the one on which such settlement shall be made, and the per diem salary of each officer or janitor shall be determined by dividing the full yearly salary by the whole number of working days in such year. [February 25, 1867.]

SALARIES—INTERMEDIATE SCHOOLS.

The salaries of teachers shall be as follows:

162. Principals shall be appointed at \$1,800 per annum, which sum shall be increased \$100 annually, until the salary shall amount to \$2,100. [October 29, 1866.]

163. First English and First German Assistants shall be appointed at \$1,200 per annum, which sum may be increased \$100 annually, until the annual salary shall amount to \$1,500. Second Assistants shall be appointed

at a salary of \$1,000 per annum, which sum may be increased \$100 annually, until the annual salary shall amount to \$1,300. [September 5, 1870.]

164. Female Assistants shall be appointed at \$600 per annum, which sum may be increased \$50 annually, upon recommendation of the Local Trustees, until the annual salary shall amount to \$800; or male teachers may be appointed in the positions of female teachers, at \$700 per annum, which sum may be increased \$100 annually until the annual salary shall amount to \$900. [November 26, 1866.]

165. No teacher transferred from a District to an Intermediate School shall suffer a reduction of salary. [October 14, 1867.]

SALARIES—DISTRICT SCHOOLS.

Salaries therein shall be as follows:

166. Principals shall be appointed at \$1,600 per annum, which sum shall be increased \$100 annually, until the annual salary shall amount to \$1,900. [June 7, 1866.]

167. First German Assistants shall be appointed at \$1,000 per annum, which sum shall be increased \$100 annually, until the annual salary shall amount to \$1,300. [July 31, 1871.]

168. Female Assistants shall be appointed at \$400 per annum, which sum may be increased \$50 annually, upon recommendation of the Local Trustees, until the annual salary shall amount to \$700; or, male teachers may be appointed in the position of female teachers at \$500 per annum, with an annual increase of \$100, until the annual salary amounts to \$700. [June 26, 1876.]

SALARIES—MIXED SCHOOLS.

Salaries in District Schools, containing Intermediate Departments, shall be as follows:

169. Principals shall be appointed at \$1,600 per annum, which sum shall be increased \$100 annually until the annual salary shall amount to \$1,900. [December 16, 1872.]

170. One English male Assistant may be appointed at \$1,000 per annum, which sum may be increased \$100

annually until the annual salary shall amount to \$1,300. One German male Assistant may also be appointed at the same salary and on the same conditions of increase. [December 16, 1872.]

171. Female Assistants in the District Department shall be appointed at \$400 per annum, which sum may, on the recommendation of the Local Trustees, be increased \$50 annually until it shall amount to \$700 per annum. Male teachers may be appointed in this department to the position of female teachers at the same salary as in the District Schools. Female teachers who teach exclusively in the Intermediate Department, shall receive the same salaries as female teachers in the Intermediate Schools. [December 16, 1872.]

SALARIES—MUSIC.

172. There shall be seven music teachers, at a salary not exceeding \$1,800 per annum each, one of whom, to be selected by the Committee on Music, shall be Superintendent of Music, and shall serve as such without extra compensation. [August 23, 1875.]

SALARIES—PENMANSHIP.

173. There shall be one Superintendent of Penmanship, at a salary of \$2,000 per annum (including High Schools). There may also be two Assistant Teachers of Penmanship, at a salary of \$1,000 per annum each. [August 21, 1876.]

SALARIES—DRAWING.

174. There shall be one Superintendent of Drawing, at a salary of \$2,100 per annum, one male Assistant at a salary of \$1,500 per annum, also four Assistant Teachers of Drawing, at a salary of \$700 per annum each, which salary may be increased \$50 per annum, until it shall amount to \$800 each. [September 21, 1874.]

SALARIES—GYMNASTICS.

175. There shall be one male teacher of Gymnastics, at a salary not exceeding \$1,800 per annum. [October 26, 1868.]

176. No teacher having a one year certificate shall receive the maximum salary of the class to which he or she belongs. [June 16, 1873.]

SALARIES—NORMAL SCHOOL.

177. There shall be one Principal of the Normal School, at a salary not to exceed \$2,000 per annum; and such a number of critic teachers as may be designated by the Board from year to year, at a salary not to exceed \$1,000 each per annum; *Provided*, that this shall not prevent the Board from employing competent male Assistants at an increased salary. [February 2, 1868.]

SALARIES—NIGHT SCHOOLS.

178. The salaries of teachers in the Night Schools shall be as follows:

Principals of Night High Schools.....	\$3 00
Principals of District Night Schools.....	2 50
Assistants in Night High Schools.....	3 00
Assistants in District Night Schools	2 25

For each night's teaching; but the salary for the month of February shall not be paid to any teacher, until he or she shall have furnished to the Superintendent all required reports. [February 2, 1874.]

179. A teacher shall be appointed in Night Schools for an average attendance of 30 pupils, and an additional one for each additional 30 pupils, as shown by the semi-monthly report; whenever the nightly average shall be less than 30 pupils per teacher, the surplus teacher or teachers shall be dismissed by the Superintendent of Schools. [February 2, 1874.]

SALARIES—OFFICERS.

180. Superintendent of Schools (High Schools included) per annum, \$3,500; Superintendent of Buildings (High Schools included) \$2,500; Clerk, \$2,500; Assistant Clerk, \$1,500. [February 2, 1874.]

SALARIES—JANITORS.

181. According to the scale adopted from time to time. [February 2, 1874.]

ADMISSION OF PUPILS TO SCHOOLS.

182. None but the children, wards, and apprentices of actual residents of Cincinnati, or of freeholders whose homesteads are in part in Cincinnati shall, under any circumstances, be admitted *free* to the Common Schools of the City; and in the case of wards and apprentices record evidence of their right to admission shall be furnished whenever required. Children, wards, and apprentices of non-residents may be admitted by the Trustees of any District on payment, in advance, to the Clerk of the Board, of the following tuition fees, viz: [March 15, 1875.]

183. For admittance to Intermediate Departments at the rate of twenty dollars per annum; District Departments sixteen dollars per annum; Deaf-Mute School twenty dollars per annum; Gaines High School sixty dollars per annum—payable in each case semi-quarterly, quarterly, semi-annually or yearly. [October 16, 1876.]

184. No pupil shall be permitted to attend the night schools unless he or she shall have attained the age of fourteen years. Scholars of the day school shall not be allowed to attend the night schools; nor shall any pupil be admitted to the Night High School unless he or she shall possess the qualifications required for admission into the Intermediate Schools. [September 27, 1869.]

185. Non-residents of the city may attend the night schools upon the payment of two dollars per month, in advance. [September 27, 1869.]

186. Admission of non-residents shall never be permitted to the prejudice or inconvenience of any of the schools. [August 11, 1856.]

187. No child under six years of age shall be admitted into the Common Schools; and in case of doubt in the mind of the Principal, as to the child applying for admission being of the requisite age, he may require the parent of such child to bring a certificate of admission, signed by a majority of the Local Trustees. [May 20, 1861.]

188. No pupil shall be admitted into Grade H of the District Schools, except during the first two weeks of the school session, the two weeks immediately succeeding the

Christmas holidays, and the two weeks succeeding the first Monday in April; *Provided*, that this rule shall not be construed to prevent the entrance into that grade, at any other time, of such pupils as may have been found qualified, on examination by the Principal, to enter any class already organized therein. [February 2, 1868.]

189. No pupil under censure in one district shall be admitted to the school of another, until such censure is removed. [May 20, 1861.]

190. All such pupils as are in whole or in part of African blood are to attend the Colored Schools. [July 3, 1855.]

191. No pupil known to be affected with a contagious or infectious disease, or coming from a family where any such diseases prevail, shall be received or continued in the Common Schools; and no pupils shall be admitted who do not exhibit to their teachers satisfactory evidence of having been vaccinated. [December 26, 1854.]

192. Children residing in Districts where no German instruction is provided, whose parents desire them to acquire the German language, may be received into the nearest school in which German is taught, by obtaining a written permit from the Trustees of the District in which they reside. [November 7, 1853.]

193. No pupils, other than those provided for in the rules for German Schools, shall be transferred from the District in which they reside to another, without a written certificate of a majority of the Trustees of the two respective districts, presented to the Principal of the district in which they apply for admission. Such transfer shall continue until the end of the school year, if not sooner revoked by a majority of the Trustees of the two districts. [May 31, 1869.]

CONDUCT OF PUPILS.

194. No pupil shall be allowed to depart before the appointed hour for leaving school, except in case of sickness, or on the request of the parents or guardians, or for some pressing emergency, of which the teacher shall be the judge. [November 7, 1853.]

195. No teacher or pupil shall be permitted to use tobacco in any form, during school hours. [November 7, 1853.]

196. For violent and repeated opposition to the authority of any teacher of the school, the Principal shall exclude a pupil from the school, and immediately notify the parent or guardian and Local Trustees, of the cause. Such pupil, by proper expression of regret to his or her teacher, and giving satisfactory evidence of amendment, may by the consent of the Trustees be reinstated in the school. [November 9, 1857.]

197. *In all cases where the conduct and habits of a pupil are found injurious to associates, it shall be the duty of the Principal, with the advice of the Local Trustees, to suspend such pupil from the school.* [November 7, 1853.]

198. No pupil shall be detained at the noon recess; and a pupil detained at any other recess shall be permitted to go out immediately thereafter. [October 16, 1854.]

ABSENTEE RULES — PUPILS.

199. At the close of school, every morning and afternoon, it shall be the duty of each teacher to notify the parent or guardian of every pupil, *without exception*, who was absent or tardy in attendance. The first and second notice may be by printed form, to be supplied by the Superintendent, and may be sent by a pupil, but the third shall be served by the teacher personally. Each notice shall be noted opposite the pupil's name in the register, by the letter *n* in the proper column of the day. [November 9, 1857.]

200. Upon the return of the pupil, after any absence, the parent or guardian shall give, in person or in writing, an excuse, stating the cause. *If it shall have been the sickness of the pupil, or necessary attendance upon a sick member of the family, or death in the family of the pupil — in either of such cases the absence shall be excused*, and so noted by the letter *e* after the sign of notification made as above. [November 9, 1857.]

201. *In every case of absence of a pupil for more than three half days in four consecutive weeks, without satisfactory excuse to the teacher, for any other cause than those permitted above, the absentee shall, without exception or favor, be suspended from the school, and the facts immediately reported to the Trustees of the district or their Chairman, and the pupil shall not be re-admitted until the beginning of the next quarter, unless by a written order of the majority of said Trustees, filed with the Principal of the school.* [November 9, 1857.]

202. Pupils shall be excused for absence not exceeding one half day or two quarter days each week, for the purpose of taking lessons in such branches of education as their parents or guardians may desire, provided arrangements for the same be personally made by the parent or guardian, with the Principal of the school. [December 28, 1857.]

EXAMINATIONS—PUPILS.

203. In the Common Schools the regular examinations shall be conducted in such manner as the Committee on Examinations may direct. [October 29, 1866.]

204. The general examination for transfer shall take place in the last month of the school year; but no pupil shall be advanced, unless proficient in the studies of his or her grade, which shall be determined by the Principal of the school, according to the required standard as fixed from year to year. In making out the percentage of the pupils of the various grades, each of the subjects belonging to the English Department shall be separately counted as one; Music and Drawing each as one; and the German in the District and Intermediate Schools in its aggregate, also as one. If at any time it may be necessary to transfer classes, it may be done as above, by giving previous written notice to the Superintendent. [April 5, 1869.]

205. No pupil in the Public Schools shall be allowed to discontinue any study during the school year, except in cases of disability; such disability to be determined by the Principal and Local Trustees. [April 5, 1869.]

206. In Music there shall be four examinations in each

school year, as follows: At the expiration of the first and third quarters, written examinations by the respective teachers of Music, the questions prepared by the Music teachers to be submitted to the Committee on Music for their approval. At the expiration of the second and fourth quarters, oral and written examinations combined, under the immediate supervision of the Committee on Music. [December 7, 1857.]

207. In Penmanship, semi-annual examinations shall be had in all the grades, the same as in other studies, by the Superintendent. [June 29, 1857.]

HOURS OF TUITION AND RECITATION.

208. The hours of tuition and study shall be as follows: From September 1 to July 1, from 9 A.M. to 12 M., and from 1½ P.M. to 4 P.M., with fifteen minutes recess each morning and afternoon. Grades G and H shall be dismissed each afternoon one hour earlier than the time of closing school. [November 2, 1874.]

209. For the better guarding of the health of the pupils of Grades F, G, and H, from injury, by too long confinement in their school rooms, there shall be allowed to the pupils of these grades, at the close of every recitation, the space of five minutes for calisthenic exercise in the room, during which time the room shall be well ventilated, and the recitation shall be shortened for this purpose. [November 7, 1853.]

TEXT-BOOKS.

210. The books used and the studies pursued in all the Common Schools shall be such, and such only, as are authorized by the Board, and no pupil will be suffered to continue in school unless furnished with the required books and stationery, except by permission of the Local Trustees. [November 7, 1853.]

211. Fifty copies of every book, atlas or other production, and six copies of every extended map, sought by any author, publisher, or agent, to be introduced into the Common Schools, must be donated to the Board, before

the same shall be referred to the Text-book Committee; and all such presentations shall lie on the table one month, for examination, before the final action of the Board. [February 5, 1872.]

212. Whenever any new text-book is adopted by the Board, to the exclusion of another already in use, it shall be obligatory on the publisher or his agent to exchange the former, for the period of two months, without cost to those pupils who have been provided with the latter, and it shall be the duty of the Principals to see that this condition is fulfilled. [July 26, 1858.]

GERMAN DEPARTMENT.

213. Whenever one hundred pupils in the Intermediate Schools signify their wish to receive instruction in the German Language, a German Department shall be open for the same. [October 25, 1866.]

214. In Grades C and D, all pupils whose parents or guardians desire them to study German, shall attend the teacher of German for that department, one hour, each day, which time may be so divided as to suit the classification, for the purpose of reciting their lessons. [February 5, 1872.]

215. In Grades E, F, G, and H, all pupils whose parents or guardians desire them to study German, shall without separating or distinguishing between those of German and American parentage, be placed alike under the tuition of a German, in conjunction with a teacher of English, of the same Grades, one-half day each—pupils or teachers changing rooms or positions as the Principal may direct. [June 9, 1862.]

216. All instructors of German in the District Schools shall give instruction in German only, except in translation, music, and drawing. [February 5, 1872.]

PENMANSHIP.

217. Penmanship shall be taught in all the grades of the District and Intermediate Schools, by each teacher in his

or her own room, under the direction and supervision of the Superintendent of Penmanship, or in his absence by the assistant teachers in that branch; and not less than two set lessons per week shall be given in Penmanship, in addition to the dictation lessons and the incidental instruction given while reciting in other branches. [June 19, 1871.]

218. One dictation lesson of *fifteen minutes* shall be given each week in every District and Intermediate School by the Teacher of Penmanship, or by the teacher of each room, respectively. [November 16, 1857.]

219. The percentage in writing shall be determined by a system of marking, to be predicated, not only on the goodness of the form of the letters, but also on the general correctness as to the use of capital letters, the cleanliness of the books, proper division of words, punctuation, and general correctness of appearance; and said percentage shall be counted with the other studies as a means of advance to the higher grades, both in the District and Intermediate Schools. [July 2, 1860.]

GYMNASTICS.

220. The teachers in each room of the Intermediate and District Schools shall give a lesson, every session of their school, in Gymnastics or Calisthenics, of not less than five or more than ten minutes—the time of the lesson to be fixed by the programme of the Principal in each house. [September 14, 1863.]

221. It shall be the duty of each teacher to be present and assist the Teacher of Gymnastics in his regular instructions. [September 14, 1863.]

222. The female teachers in Grades F, G, and H, shall give instruction in Gymnastics in their respective rooms. [October 26, 1868.]

223. Rings and dumb-bells shall be used in all the grades of the Intermediate Schools. [September 14, 1863.]

224. Pupils, who from disease or physical defect, do not desire to take part in any of the gymnastic exercises in the Common Schools, shall be excused therefrom, upon

presenting to the Principal of the school a certificate to said effect from a physician. [October 9, 1863.]

NIGHT SCHOOLS.

225. There shall be established from time to time, such number of Night Schools (District and High) as the Board may determine. [September 27, 1869.]

226. Such Night Schools as may be established, shall be open for the purpose of instruction, on the first Monday evening in November in each year, and shall continue until the first day of March succeeding, having vacation during Christmas holidays. [September 27, 1869.]

HOLIDAYS AND VACATIONS.

227. The holidays shall be every Saturday, Christmas to New Year's inclusive, Twenty-second day of February, and all Thanksgiving and Fast days, authorized by the State or General Government; and whenever a holiday shall fall on Thursday, the school shall not open on the following Friday. [March 9, 1868.]

228. The annual vacation shall be from the last Friday in June to the first Monday in September, with the exception of one week devoted to the Teachers' Normal Institute. [February 3, 1868.]

229. No school shall be dismissed on any other day except by special permission of the Board. [November 7, 1853.]

230. Local Trustees shall have authority to dismiss their respective schools, or any portion of the same, upon the death of either a Trustee or Teacher of said schools, for the purpose of attending the funeral ceremonies. [March 30, 1863.]

USE OF SCHOOL HOUSES.

231. No building owned and occupied by the Common Schools shall be used, leased or rented for any other purpose whatever. [November 7, 1853.]

TIME OF OPENING SCHOOLS.

232. All school houses shall be open for the reception of pupils, at least one-half hour before the time fixed for

the opening of school; and it shall be the duty of Principals to be present at their respective buildings, and give their personal attention to the conduct of pupils thus admitted. [January 16, 1871.]

PUBLIC SHOWS.

233. Proprietors or agents of public exhibitions, desiring the attendance of pupils from the Common Schools, are prohibited from causing said exhibitions to be published in the schools, without consent of the Board. [January 3, 1854.]

234. No notice of exhibitions or other entertainments, or books or articles for sale, or of any matter not pertaining to the schools, shall be given in any school without permission of the Board. [August 25, 1862.]

VENTILATION.

235. Teachers are required, for the preservation of the health of themselves and pupils, to give particular attention to the ventilating and warming of their rooms, and always to ventilate, except in summer, by lowering the *upper sash* of the windows, and on no account to suffer the children to sit in draughts of cold air; and, as a general rule, to cause all the windows to be opened for the free admission of air at recess, and at no time to raise the temperature of the room higher than 65 degrees Fahrenheit. [November 7, 1853.]

CONCLUSION.

236. These shall be the only Regulations of the Schools, and shall remain in force until duly amended, repealed, or suspended. [October 29, 1866.]

RULES AND REGULATIONS

OF THE

Union Board of High Schools.

1. The Secretary, or in case of vacancy, the President, shall call the members together on the second Monday in July, of each year, at 4 P. M., at which meeting, or at some adjournment thereof, there shall be elected, by ballot, a President, Vice-President and Secretary, to serve during the current school year, a majority of all the members of the Board being necessary to a choice.

2. The President, or in his absence, the Vice-President shall preside at the meetings of the Board; call extra meetings when deemed necessary, or when requested, in writing, by three members. He shall appoint, immediately after the organization, the following Committees, viz :

On Text-books, Course of Study, Libraries and Apparatus	5 members.
On Examination of Schools, Graduates, and Medals	3 members.
On Printed Questions and Admissions.....	3 members.
On Discipline	3 members.
On Buildings and Repairs	3 members.
On Furniture	3 members.
On Salaries.....	3 members.
On Claims	3 members.
On Fuel and Supplies.....	3 members.
On Woodward School.....	President <i>Ex-officio</i> , and 4 members.
On Hughes School.....	President <i>Ex-officio</i> , and 4 members.

3. The Secretary shall keep a complete record of the proceedings of the Board, and an index of the same; notify the members, in writing, of all regular, special and

adjourned meetings of the Board and of Committees; report to the Board, at the last regular meeting in June, the number of meetings of the Board that each member has attended during the year, and report, on same date, to the Board of Education, the attendance of the delegates from that body, and perform such other duties as the Board may from time to time require.

4. The regular meetings of the Board shall be at 4 P. M., on Thursdays preceding the bill days of the Board of Education, and the order of business shall be as follows:

1. Roll call.
2. Reading the minutes of last meeting.
3. Reading communications addressed to the Board.
4. Reports of the Principals of the schools.
5. Reports of Committees.
6. Unfinished business.
7. New and miscellaneous business.

5. A majority of the members of the Board shall constitute a quorum for business, but a minority may approve bills for salaries, which, when signed by seven members, shall be submitted by the Secretary to the Board of Education for confirmation. A minority may adjourn to a specified time.

6. Any change in the Course of Study or Text-books shall require an affirmative vote of a majority of the whole Board. All action involving in any way the expenditure of money shall require the affirmative vote of a majority of the Board.

7. The School year shall commence on the first day of July, and close on the last day of June of each year. The first session of the schools shall commence on the first Monday in September, and end on the Friday preceding the first Monday in February; and the second session shall commence on the first Monday in February, and close on the last Friday in June.

8. The schools shall open at 8½ A. M., and close at 1½ P. M.; and the regular teachers shall be in their school-rooms five minutes before the time for opening the school, and shall not leave the premises during the session.

9. The holidays shall be every Saturday, Christmas to New Year's day inclusive, Twenty-second day of February, and all Thanksgiving and Fast days authorized by the State and General Governments, and such additional holidays as are authorized by the Board of Education.

10. The regular time of appointing teachers shall be at the first meeting of the Board in June of each year.

11. No teacher shall be allowed to be absent from any session of the school (except in case of personal sickness) without the consent of a majority of the Committee of the House in which the teacher desiring to be absent is employed, and in all cases of absence the absentee shall forfeit therefor pay for the time so lost, unless the Board otherwise orders.

12. Every teacher is required to be present in his or her room, and have such presence duly reported to the Principal, five minutes before the opening of school; and any teacher chargeable with tardiness shall suffer a deduction of salary equal to one-fourth of a day's pay for each failure, unless the Board shall otherwise order; and any failure to report to the Principal shall be treated as a case of tardiness; a record of the same to be kept by the Principal of each school.

13. The Committee on Examination shall have general supervision of examinations, and enforce them at such regular periods as they may deem proper. Once a year they shall cause a uniform examination, for comparison, to be made of the High Schools, or such grades or grade in them as they may select, and report to the Board with their views as to the state of the schools. They shall appoint the proper examiners, and report the average necessary for transfer at all examinations. In all matters pertaining to this Committee, they shall have the advice and aid of the Superintendent of Schools.

14. The standard for admission and graduation, and the award of medals and prizes, shall be determined by the Board; but the awards shall be made from the result of the special examination, added to the teacher's record, divided by two.

15. As soon as the Principal begins to suspect that it

will be necessary to reduce a pupil from a higher to a lower grade, he shall give notice of the probable necessity of such a course to the parents of the pupil, at least one month before he shall take final action in the case, and shall at the same time send a like notice to the Superintendent of Schools, whose duty it shall be to keep the said notice on file, and, if possible, inquire into the case, and suggest such remedy as to him may seem best. If, at the end of the time above prescribed, it shall be found detrimental to the pupil's own interest, and to the progress of the class, to retain him or her longer in the grade, the reduction may be made, with the consent of the Superintendent and the Committee of the House: *Provided*, however, that no pupil shall be reduced to a lower grade who has been in the grade for a period of four months.

16. The Principals of the High Schools shall have authority to suspend a pupil for any cause which they may deem sufficient; but they shall, in every case, immediately report such suspension, with the cause assigned, to the Committee of the House, to whom full authority is delegated to finally determine every case so reported, and report to the Board at the next meeting thereafter.

17. The Principals of the High Schools shall make an annual report to the Union Board, giving a history of the year's work. In this report, in addition to such matter as may pertain to their office, they may make such suggestions in reference to the Course of Study, Classification and Discipline, as will, in their judgment, be of interest to the Board, and of advantage to the schools. They shall make a monthly report of the attendance and absence of pupils and teachers, according to blanks adopted by the Board, and to be furnished by the Secretary.

18. All bills for articles purchased by any teacher or teachers for either of the High Schools shall be approved by a majority of the Committee on the respective school.

19. Any addition to or amendment of these Rules, or any one of them, except number six, which may be changed at any meeting by a majority of the whole Board, shall lie over one meeting, unless by a unanimous vote of the members present.

REGULATIONS
OF THE
BOARD OF EXAMINERS
—OF—
CINCINNATI SCHOOLS.

MEMBERS.

ALEXANDER LONG, <i>President</i> ,	-	Term ending April, 1877.
HENRY HAACKE,	- - -	Term ending April, 1877.
MOSES F. WILSON,	- - -	Term ending April, 1877.
JOHN B. PEASLEE,	- - -	Term ending April, 1878.
REV. I. M. WISE,	- - -	Term ending April, 1878.
WILLIAM H. MORGAN,	- - -	Term ending April, 1878.
ANDREW KNELL,	- - -	Term ending April, 1879.
W. H. MUSSEY, M. D.	- - -	Term ending April, 1879.
C. W. MERRILL,	- - -	Term ending April, 1879.

ANDREW KNELL, - - - - - *Clerk.*

1. The Board consists of nine members, five of whom constitute a quorum at any regular or called meetings.

2. The regular business meetings of the Board are held on the Tuesday preceding the second Thursday of June, October, December, February and April of each year. Extra meetings may be called by any three members of the Board, who, in signing the call for such a meeting, are understood as pledging themselves to attend it.

Examinations begin on the second Thursday of each month above named, and continue until finished.

3. The Board grants five grades of certificates, denominated respectively: Male High School Certificates, Female High School Certificates,

Principal's Certificates, Assistant's Certificates, and Special Certificates to teachers of the following special branches; Foreign Languages, Music, Drawing and Penmanship, and for Night Schools.

SUBJECTS.

- | | |
|-------------------------------------|---|
| 1. Theory and Practice of Teaching. | 12. Elements of Anatomy and Physiology. |
| 2. Spelling and Definitions. | 13. English or German Literature. |
| 3. Reading. | 14. Music or Drawing. |
| 4. Grammar. | 15. Chemistry. |
| 5. Penmanship. | 16. Algebra. |
| 6. American History. | 17. Geometry. |
| 7. Ancient and Modern History. | 18. Astronomy. |
| 8. Geography. | 19. Constitution of the United States. |
| 9. Mental Arithmetic. | 20. Comparative Anatomy. |
| 10. Written Arithmetic. | |
| 11. Natural Philosophy. | |

Candidates for a Male High School Certificate are examined in the first nineteen of the above subjects, and such other branches as they may be required to teach. Principals of High Schools will also be examined in the last branch above named.

Candidates for a Female High School Certificate are examined in the first sixteen of the above subjects, and such other branches as they may be required to teach.

Candidates for a Principal's Certificate are examined in the first nineteen of the above subjects.

Candidates for an Assistant's Certificate are examined in the first fourteen of the above subjects.

Special Teachers are examined in the branches which they propose to teach, and in which they must have at least nine, ten being the maximum.

5. The number opposite to each branch in the column on the right of the list of the studies on the certificate issued, measures the result of the examination, ten being the maximum. Less than seven in either English or German Grammar, Geography or Written Arithmetic, is a failure; Certificates are valued as follows: For an average of seventy per cent. of correct answers, two years; eighty per cent., five years; ninety-five per cent., ten years. No person, however, shall receive a

certificate for ten years, who has not had two years experience in teaching in Graded Schools.

6. No certificate shall be issued without an average of seventy per cent. of the full number of marks.

7. The Board will grant no certificate to any candidate who entirely fails in any branch of study in which an examination is required.

8. A record of the character of the examination of each individual is preserved in a book kept in the office of the Board of Education.

9. Candidates who have not taught in the Public Schools of Cincinnati, must leave with the Clerk of the Board, at least three days before the regular meeting, a certificate of good moral character, together with the legal fee (50c.) fifty cents, and a declaration that they are eighteen years of age (or seventeen, if graduates from the High Schools, or with similar attainments), and that they design to teach in the Public Schools of Cincinnati, if found qualified. Candidates are requested to leave their address, and a statement of any experience they may have had in teaching.

10. Candidates for High School Certificates are required to file their application with the Clerk of this Board at least one month before the time of examination, in which application all the branches which they may be required to teach, must be named, and the certificates granted shall be valid for those branches only in which the candidate has received at least eight.

11. Candidates shall be examined in the absence of all spectators, save the members of the Board of Education.

12. Examinations shall be held *only* at the time designated in Section 2. Candidates shall not be examined who are not present, punctually, at the appointed hour. No Candidate who has failed in more than one branch, shall be admitted to a second examination till after the expiration of six months.

13. The Board will issue special certificates for teachers of Night Schools. Candidates for these certificates will be examined only in the branches required under the State Law, and such other branches as they may be required to teach. Candidates who are in possession of an expired certificate from the Cincinnati Board of Examiners, which was valid for two years or more, shall have such certificates renewed for Night Schools only, to be valid for the same term of years, and all numbers to be transferred with the exception of those below *seven*, in which the candidates must be re-examined.

RE-EXAMINATION.

14. Any candidate for re-examination who may be employed in the city schools, shall file with the Clerk of the Board an application for

such re-examination, accompanied by the previous certificate, at the regular meeting four months preceding that at which the candidate proposes to be examined. Principals desiring to be examined, shall give six months' notice. All candidates for re-examination for the High Schools, of five years' experience, who shall present high testimonials of merit and success, shall be examined in those branches only, which they are expected to teach.

15. The District, Intermediate and High Schools shall be divided into districts and a committee of two members of this Board appointed for each district, whose duty it shall be to visit the schools in their respective divisions, for the purpose of examining and reporting upon the management and methods of instruction of the candidates for re-examination.

From the certificate last granted by the Board, and the report of the Visiting Committee, the Board shall determine the character of the re-examination to be required of each applicant, and the candidate shall be notified thereof two months previous to the time of such examination; *Provided*, that candidates shall be required to undergo an examination in all those branches in which they are marked less than *seven*.

A teacher whose certificate has *expired* and who has not been engaged in teaching in the Public Schools of Cincinnati within two years next preceding the date of his or her application, must be examined in all the branches required by the Rules.

16. The grade of certificate shall be determined by the average of the candidate in all branches required, including Theory and Practice of Teaching; *Provided*, that no candidate shall receive a certificate for ten years who shall fall below *nine and one-half* in "Theory and Practice," nor for five years if the candidate fall below *eight* in the same subject; and, *Provided*, further, that no certificate shall issue to a candidate falling below *seven* in "Theory and Practice."

17. No candidate shall receive a two-year certificate more than twice.

18. All German teachers, who have been employed in our schools for three years or more, shall be examined in English Grammar, Reading, Spelling, and Definitions.

19. Any teacher who shall engage in teaching any branch of instruction in which he or she has not been examined, and after having received three months' notice shall persist in so doing, shall be deemed guilty of improper conduct, and shall be dismissed by this Board.

20. Any proposed change in the foregoing Rules, shall be presented in writing, and shall lie over until the next regular meeting, and every member shall be notified of the proposed change, within one week after its presentation.

EXAMINATION OF SCHOOLS.

21. The schools are divided, as follows, among the different members of the Board, for the purpose of visiting teachers who are candidates for re-examination:

First District, - - - - -	Mr. MORGAN.
Second District, - - - - -	Mr. MORGAN.
Third District, - - - - -	Mr. MORGAN.
Fourth District, - - - - -	Mr. PEASLEE.
Fifth District, - - - - -	Mr. MERRILL.
Sixth District, - - - - -	Mr. WILSON.
Seventh District, - - - - -	Mr. MERRILL.
Eighth District, - - - - -	Mr. KNELL.
Ninth District, - - - - -	Dr. MUSSEY.
Tenth District, - - - - -	Dr. WISE.
Eleventh District, - - - - -	Mr. LONG.
Twelfth District, - - - - -	Mr. WILSON.
Thirteenth District, - - - - -	Mr. KNELL.
Fourteenth District, - - - - -	Dr. WISE.
Fifteenth District, - - - - -	Mr. KNELL.
Sixteenth District, - - - - -	Mr. MORGAN.
Seventeenth District, - - - - -	Mr. PEASLEE.
Eighteenth District, - - - - -	Mr. PEASLEE.
Nineteenth District, - - - - -	Mr. HAACKE.
Twentieth District, - - - - -	Dr. WISE.
Twenty-first District, - - - - -	Mr. PEASLEE.
Twenty-second District, - - - - -	Mr. HAACKE.
Twenty-third District, - - - - -	Dr. MUSSEY.
Twenty-fourth District, - - - - -	Mr. PEASLEE.
Twenty-fifth District, - - - - -	Mr. PEASLEE.
Twenty-sixth District, - - - - -	Mr. PEASLEE.
First Intermediate, - - - - -	Messrs. LONG AND WILSON.
Second Intermediate, - - - - -	Messrs. WILSON AND MUSSEY.
Third Intermediate, - - - - -	Messrs. KNELL AND HAACKE.
Fourth Intermediate, - - - - -	Messrs. WISE AND MORGAN.
Woodward, - - - - -	Messrs. WISE AND MUSSEY.
Hughes, - - - - -	Messrs. HAACKE AND MERRILL.
Gaines and Western, - - - - -	Mr. MERRILL.
Eastern, - - - - -	Mr. WILSON.
Walnut Hills, (Colored) - - - - -	Mr. HAACKE.
Cumminsville, (Colored) - - - - -	Mr. PEASLEE.

ASSIGNMENT OF SUBJECTS.

<i>SUBJECTS.</i>	<i>ENGLISH.</i>	<i>GERMAN.</i>
Theory and Practice.....	PEASLEE, <i>a</i>	KNELL, <i>a</i>
Spelling and Definitions	WILSON, <i>a</i>	KNELL, <i>a</i>
Reading	LONG, <i>a</i>	KNELL, <i>a</i>
Grammar.....	MERRILL, <i>f</i>	WISE, <i>f</i>
Penmanship	PEASLEE, <i>a</i>	KNELL, <i>a</i>
American History	WISE, <i>f</i>	WISE, <i>f</i>
Ancient and Modern History.....	HAACKE, <i>d</i>	HAACKE, <i>d</i>
Geography	MORGAN, <i>c</i>	HAACKE, <i>d</i>
Mental Arithmetic	PEASLEE, <i>a</i>	WISE, <i>f</i>
Written Arithmetic	PEASLEE, <i>a</i>	WISE, <i>f</i>
Natural Philosophy	MORGAN, <i>c</i>	HAACKE, <i>d</i>
Algebra	MERRILL, <i>f</i>	WISE, <i>f</i>
Geometry	MERRILL, <i>f</i>	WISE, <i>f</i>
Astronomy	MORGAN, <i>c</i>	HAACKE, <i>d</i>
Chemistry	MUSSEY, <i>d</i>	HAACKE, <i>d</i>
Anatomy and Physiology.....	MUSSEY, <i>d</i>	WISE, <i>f</i>
Constitution of the United States	MERRILL, <i>f</i>	KNELL, <i>a</i>
Music	PEASLEE, <i>a</i>	PEASLEE, <i>a</i>
Drawing.....	KNELL, <i>a</i>	KNELL, <i>a</i>
Literature	WILSON, <i>a</i>	HAACKE, <i>d</i>
Latin.....	HAACKE, <i>d</i>	
Greek	MERRILL, <i>f</i>	
French	WISE, <i>f</i>	
Higher Mathematics	MERRILL, <i>f</i>	
Geology	MUSSEY, <i>d</i>	
Book-keeping	MORGAN, <i>c</i>	
Elocution.....	PEASLEE, <i>a</i>	
Composition	WILSON, <i>a</i>	
Rhetoric.....	WILSON, <i>a</i>	
Mental Philosophy.....	WILSON, <i>a</i>	

a Thursday P.M.; *b* Friday P.M.; *c* Saturday A.M.; *d* Saturday P.M.;
f Monday P.M.

TEXT-BOOKS USED

— AND —

Course of Study Pursued

IN THE

CINCINNATI SCHOOLS.

The classification and course of Study shall be equal and uniform throughout the schools, and for that purpose every district school shall be divided into five grades, to be designated by the letters D, E, F, G, and H, and the Intermediate Schools into three grades, to be designated by the letters A, B and C.

The grades are arranged to correspond to the first eight years of school attendance.

Each grade, male and female, may be divided into as many sections as the number of pupils in the grade shall warrant. The sections in each from the highest to the lowest, shall be divided and *numbered* according to the proficiency of the pupils in the grade.

No teacher in any of the regularly organized schools shall have more than two sections under his or her charge, to instruct in all their studies, unless the school is so small it can not be otherwise arranged.

It shall be the duty of the Superintendent, with the co-operation of the Principals of the schools, to enforce the following classification uniformly. The grading, course of study, and text-books prescribed, shall be strictly adhered to, and no other studies or text-books shall be introduced, nor shall any pupil be required to provide or be permitted to use any other books than those herein specified.—[June 27, 1862.]

The course of instruction in those subjects, the outline of which is not fixed by authorized text-books, shall be defined by a syllabus, to be prescribed by the Superintendent, with the advice of the Committee on Course of Study.

OPENING EXERCISES.

Religious instruction and the reading of religious books, including the Holy Bible, are prohibited in the Common Schools of Cincinnati—it being the true object and intent of this rule to allow the children of the parents of all sects and opinions in matters of faith and worship to enjoy alike the benefits of the Common School Fund.—[November 1, 1869.]

The several grades above named shall pursue the course of study and use the text-books prescribed as follows:

—••••—

DISTRICT SCHOOLS.

GRADE H—FIRST YEAR.**STUDIES.**

Elements of Reading, Writing, Arithmetic, Singing, Grammar, Object Lessons, Drawing, and German, when desired by parents.

BOOKS.

MASON'S Music Charts, Music Reader—Part First, Uniform Slates, KNELL and JONES' Phonic Reader.

This is a Grade for oral and blackboard instruction; and the teacher is expected to use the blackboard, and such cards for instruction in the elements of reading, and such charts for teaching Object Lessons, as are provided by the Board.

SPELLING AND READING.

Pupils shall be taught to write at dictation, and to spell by sound, any sentence in their Phonic Reader, as far as page 29; or they may be required to write at dictation similar sentences.

WRITING.

They shall be taught to write in a plain, legible hand, on their slates, any of the words which they are required to read in sentences.

ARITHMETIC.

Instruction in Arithmetic shall begin in January (2nd half) of each year, and be given by means of objects, the numeral frame, and such apparatus as the teachers may invent.

Each number from 1 to 10 shall be analyzed into any two possible integral parts, and by means of such analysis and the corresponding synthesis, pupils shall be taught to perform mental exercises in addition and subtraction to amounts not exceeding 10. Figures should not be used until the course has been completed objectively.

They shall be made familiar with the coins of the United States, not exceeding ten cents in value, and the corresponding paper currency.

GRAMMAR.

They shall be taught to speak correctly any sentence they may be required to use.

The teacher shall converse with them frequently, in order to correct their language, individual recitation being practiced as far as possible.

OBJECT LESSONS.

In this Grade the names of objects are given, and the ideas of some of the most prominent properties developed, and terms given.

The cultivation of the observation is the main point here.

Objects are used at first, and properties developed, but after a number of qualities of the same class have become familiar, as color, form, etc., these properties may be made the subject of the lesson, and other material may be introduced, as color-charts, artificial forms, etc.

The following list will furnish material from which the teacher *may select*. Similar familiar objects may also be taken :

1. *Objects in the school-room* — Table, chair, slate, pencil, crayon, black-board, bell, door, window.
2. *Parts of the human body* — Head, face, eyes, nose, mouth, chin, cheeks, ears, hair, trunk, arms, shoulder, upper arm, elbow, lower arm, wrist, hand, fingers, thumb, fore finger, middle finger, ring finger, little finger, legs, hip, thigh, knee, ankle, foot, instep, heel, sole, toes, nails.
3. *Clothing* — Hat, bonnet, shoe, boot, apron, jacket, dress.
4. *Objects from the child's home* — Knife, fork, spoon, tumbler, plate, cup, ring, ball, cane, basket, bucket, broom, clock, candle, soap, sponge, coal.
5. *Food* — Apple, peach, cherry, grape, potato, tomato, turnip, pea, bread, meat, butter, milk, water, vinegar, sugar, salt.
6. *Some familiar flowers* — Rose, lily, pink.
7. *Some familiar plant* — With roots, stem, branches, leaves.

DRAWING.

Attitude of the body in general. Exercises on slates with reference to dots, and dashes in reference to position, direction, distance, and

number, now and then interspersed with simple figures, representing objects composed of short, straight lines.

The lessons in representing objects being more interesting, should be given as a reward for good work of a previous lesson.

Pupils in this grade shall also be required to have uniform slates.

GRADE G—SECOND YEAR.

STUDIES.

Spelling, Reading, Writing, Arithmetic, Grammar, Drawing, Singing, Composition, Object Lessons, and German, when desired by parents.

BOOKS.

Music Reader—Part First, MASON'S Music Charts, McGUFFEY'S First Reader, or KNELL and JONES' Phonic Reader, Uniform Slates, FORBRIGER'S Drawing Tablets.

SPELLING.

Pupils shall be taught to write at dictation, and to spell by sound, any sentence in their Reading Lessons, or similar familiar sentences, and to write sentences from their Object Lessons.

READING.

They shall be taught to read fluently and distinctly any lesson in their Reader, and number each page by its figure.

WRITING.

They shall be taught to write on their slates, at dictation, all the words they are required to spell.

ARITHMETIC.

Pupils shall review H Grade Course and perform mental exercises in addition and subtraction with and without the numeral frame, using any number to amounts not exceeding 100. The mental exercises should frequently be expressed in figures, but the usual forms of written arithmetic should not be taught until one or both of the fundamental rules are completed.

They shall be made familiar with the United States coins as high as one dollar, and the corresponding paper currency; also with the pound and ounce, the pint, quart, gallon, peck, bushel, and the inch, foot and yard measure, together with the marks that represent them.

Examples in denominate numbers shall involve but one operation. It shall be the aim of teachers to lead pupils to acquire the greatest possible accuracy and facility in the operations of this Course.

GRAMMAR.

They shall be taught to speak correctly any sentence they may be required to use.

Particular reference shall be had to the proper use of *a* and *an*, *this* and *that* (singular and plural forms); the pronoun *I* as a capital letter; the capital letters at the commencement, and the period and question mark at the termination of sentences; and the singular and plural of nouns and verbs.

MUSIC.

They shall be taught to name the music characters, and write at dictation the exercises on page 8 of the Young Singer.

OBJECT LESSONS.

In Grade G (and also in the subsequent Grades) the exercises are to be both oral and written. Comparison as to similarity and difference is the principal feature of the work in this Grade.

- I. *Besides treating more fully the objects given in H Grade, the teacher may take the following objects:*

Book, desk, school-bag, ruler, pen, ink, stove, floor, ceiling, wall.

PROPERTIES, ETC., OF OBJECTS FOR GRADE G.

1. *Form and direction*—four corners, three corners, sides, edges, round like a ring, round like a plate, round like a ball, round like a cane, straight, curved, vertical, horizontal, slanting, parallel.
2. *Color*—white, black, red, yellow, blue, brown.
3. *Size*—long and short, longer and shorter, broad, narrow, high, low, large, small, larger, smaller.
4. *Weights*—heavy, light, heavier, lighter.
5. *Place*—position of objects in the school-room, and of objects placed on the table, as right, left, etc., before, between, etc.
6. *Parts*—name of parts, number of parts, use of parts.
7. *Material*—wood, iron, stone, glass, paper, cloth.
8. Use of objects.
9. Care of things in school.

Do not meddle with things of others.

II. *The Human Body.*

Principal parts named. Head, trunk, arms and legs.

Head, { top of the head,
back of the head,
sides, temple, ear.

Face, { forehead,
eyes,
nose,
mouth,
chin.

Arms, { shoulder,
upper arm,
elbow,
lower arm,
wrist.

Hand, { palm,
back,
finger. { thumb,
fore finger,
middle finger,
ring finger,
little finger,
knuckles,
finger joints,
nails.

Legs, { hip,
thigh,
knee (knee-pan),
lower leg (shin and calf),
ankle.

Foot, { instep,
heel,
sole,
toes.

Add lessons on health, and also add:

Actions—Of the head: raising, bowing, nodding, turning, shaking, rolling.

Actions—Of the arms: hanging, bending, stretching, turning, twisting, twirling, folding, swinging, thrusting.

Actions—Of the legs: stretching, bending, lifting, swinging, kicking, walking, running, hopping, skipping, jumping, dancing.

III. *Clothing—besides the articles named in Grade H,*

Cap, shawl, coat, pants; comparison.

1. Names of articles of clothing.
2. Names of parts of garments.
3. *Color*—add here, orange, green, purple, pink, grey; for degrees of color, use light and dark.
4. *Material*—wool, cotton, silk, straw, leather, fur, felt, paper.
5. *Uses*.
6. Lessons on cleanliness, neatness, order, and taste.

IV. *Covering, of animals; comparison with our clothing.*V. *Plants.*

1. Fruit, { names,
names of parts, stem, peel, pulp, core, seeds, dimple, eye.
color,
taste and other qualities, as juicy, hard, mellow, green,
ripe, tough, rich.

VI. *Flowers.*

Name, color, odor; flowers distinguished by odor.

VII. *Rose bush, currant, or quince bush.*

Name of parts—roots, stem, buds, leaves, flowers, fruit, seeds.

COMPOSITION.

1. The pupils of this grade shall be required to describe orally the pictures in their Reading Books.
2. They shall be required to write *sentences* on objects named in their Course in Object Lessons, and to begin every sentence with a capital letter, and end with its appropriate mark. These sentences, in the beginning of the Course, may be such as have been formed by the aid of the teacher, all the pupils of the class writing the same sentences.
3. Each pupil shall be required, after an object has been discussed orally in an Object Lesson, to write as many sentences about that object as he can possibly form, and without further aid from the teacher than has been given in the oral lesson.
4. As another step in advance, an object of marked characteristics shall be set before the pupils, and, without any other direction from the teacher than that they are to examine that article closely, they shall be encouraged to write as many sentences about it as they can think of—not only about its qualities, but its uses, where the latter are apparent.
5. Pupils studying German should have frequent exercises in translating the sentences formed on the foregoing plan from English into German, and also in translating in writing the easiest lessons from their Readers.

DRAWING.

The instruction in this Grade shall consist of the following exercises:

Drawing of straight lines from one to two inches in length in different

directions, such as vertical, horizontal, and slanting lines; combinations of such lines into figures; divisions of lines into two and four equal parts.

The terms: horizontal, vertical, and slanting or oblique in reference to direction, and right, acute, and obtuse in reference to angles, triangles, and squares, are to be taught.

Pupils are to be taught to make use of the inch as a unit of measure, the inch to be marked on the slate the same as in H Grade. The pupils shall also be required to have uniform drawing slates.

GRADE F—THIRD YEAR.

STUDIES.

Spelling, Reading, Punctuation, Penmanship, Drawing, Arithmetic, Grammar, Composition, Music, Object Lessons, German, when desired by parents.

BOOKS.

McGUFFEY'S Second Reader, Uniform Slates, Music Reader—Part First, MASON'S Music Charts, FORBRIGER'S Drawing Tablets.

SPELLING.

Pupils shall be taught to write at dictation any sentence which may be formed from words contained in their Reading Lessons, and also sentences from their Object Lessons.

READING.

They shall be required to give a full and intelligent explanation of the subject of the lesson and the words used, to read the lesson with fluency, distinctness, and suitable modulation, and to render an oral abstract of the same as a whole.

PUNCTUATION.

They shall be taught to name all the punctuation marks in their Reading Lessons.

PENMANSHIP.

They shall be taught to write the capitals and small letters, in words or sentences, on slates or paper.

DRAWING.

They shall practice on vertical, horizontal, and oblique lines, and be taught to draw figures composed of squares, rectangles, parallelograms,

and triangles and such other figures as may be found in their tablet, and to divide lines and sides of figures into two, four, eight, sixteen, and more equal parts.

ARITHMETIC.

Pupils shall review the G Grade Course and complete the four fundamental rules with numbers not exceeding 100; first mentally, by means of the numeral frame or other apparatus, then by writing out the mental operations, and finally, by means of the usual written form.

In the second half of the year they shall perform mental and written exercises with any numbers to amounts not exceeding 1,000, the multiplier and divisor not to exceed 9.

They shall learn the names of the months in their order and the divisions of time, and be taught to read the time on a clock or watch.

Exercises in denominate numbers shall involve but one operation.

GRAMMAR.

They shall be taught to speak and write correctly any sentence they may be required to use. They shall be given a correct idea of what a sentence is; and of the distinction between a statement, an inquiry, a command, and an exclamation.

Special attention shall be given to punctuation (period, question mark, comma, and exclamation point). They shall also be taught to distinguish nouns, adjectives, verbs, adverbs, prepositions, conjunctions (as connectives of words,) and interjections, by giving the principal uses of each.

MUSIC.

They shall be taught to read and sing exercises in 2-4 time, consisting of half and quarter notes, and their corresponding rests, in the scale of C (G clef) embodying intervals of the 3d and 4th.

OBJECT LESSONS.

The work in this Grade has reference principally to the essential and accidental properties of objects, preparatory to classification.

I. *Familiar Animals.*

1. *Mammals*—dog, cat, cattle, horse, sheep, pig, mouse.
2. *Birds*—hen, pigeon, goose, duck, turkey, canary.
3. *Insects*—fly, mosquito, bee.
Motion, food, habitation, use.

II. *The surroundings of the house.*

Yards, garden, street, objects found there.

1. Plants.	{	Stem,	{ bark, wood, pith.	
		Leaf,	{ Stalk, Blade,	{ mid vein, veins, veinlets, pulp.
2. Flowers.	{	Name,	{ stem, calyx, sepals, corolla, petals, stamen, pistils, pollen.	
		Parts,		

III. *The different trades and occupations of men.*

Workshop—tailor, shoemaker, hatter, milliner, seamstress, mason, plasterer, whitewasher, paper-hanger, carpenter, glazier, painter, blacksmith, cooper, butcher, baker, miller.

1. Name of occupation.
2. Articles produced.
3. Material used.
4. Tools.

PROPERTIES OF OBJECTS FOR THIS GRADE.

1. *Form*—angular, triangular, square, oblong, circular, oval.
2. *Color*—flesh-color, pale blue, indigo, buff, corn, crimson, scarlet, lemon, lilac, violet.
3. *Size*—inch, foot, yard, and their halves and fourths, judging distance and size, and measuring of objects, of room, of building, of school-yard, and of square. Representation of these measurements, as far as practicable, on the blackboard.
4. *Weight*—pound, half-pound, quarter-pound; two, three, etc., pounds. The children are required to judge of the weight by lifting.
5. *Less obvious qualities*—acid, fragrant, porous, elastic, brittle, transparent.
6. *Material*—lead, gold, silver, brass, steel, copper, tin, zinc, horn, bone, tallow, wax.

COMPOSITION.

1. Pupils of this grade shall be required to join the sentences formed from simple objects, according to the methods laid down for Grade G, into a composition.

2. Pupils shall next take two objects for a composition, tracing their resemblances, and afterward their differences.
3. They shall write descriptions of the pictures found in their readers, and of those furnished by the Board.
4. They shall be taught to use the comma, where required; also to turn declarative into interrogative sentences, and affirmative into negative ones.
5. The same rules in regard to translation are to be observed as in Grade G.

The uses of objects should engage a larger share of attention in this than in the preceding grade.

GRADE E—FOURTH YEAR.

STUDIES.

Spelling, Reading, Punctuation, Penmanship, Drawing, Arithmetic, Geography, Composition, Music, Grammar, Object Lessons, German, when desired by parents.

BOOKS.

Syllabus of Geography, (for teachers only), McGUFFEY's Third Reader, Music Reader—Part II, FORBRIGER's Drawing Tablets.

SPELLING.

Pupils shall be taught to write at dictation sentences formed from words in their Reading Lessons, or Lessons in Geography; also, sentences from their Object Lessons.

READING.

They shall be required to give a full and intelligent explanation of the subject of the Lesson, and the words used; they shall be taught to read the lessons with fluency, distinctness and suitable modulation, and to render an oral abstract of the same as a whole. Seventy selected lessons shall be required for spelling.

PUNCTUATION.

They shall be taught to name and give the use of all punctuation marks in their Reading Lessons.

PENMANSHIP.

They shall be taught to write with a pen all the small letters and capitals, in words and sentences.

DRAWING.

They shall take the course laid down in their Tablets, and have exercises in drawing and combining straight lines into figures representing objects.

ARITHMETIC.

Pupils shall review F Grade Course, shall complete multiplication and short division, using amounts not exceeding six orders.

Exercises in denominate numbers shall involve but two operations.

GEOGRAPHY.*[Preparatory Steps.]*

1. Location of objects in the school-room.
2. Location of the same on a map drawn on the board.
3. Location of objects of importance or interest in the neighborhood, and direction of the principal streets in the school district.
4. Location of important objects and principal streets on the board.
5. Points of the compass: E., W., N., S., N.E., S.E., S.W., N.W.

USE OF THE GLOBE.

1. Form of the Earth.
2. Definitions of North Pole, South Pole, Equator, Hemisphere.

MAP OF THE HEMISPHERES.

1. Point out and name the Oceans and Continents of the Globe, and give their relative positions.
2. Define: Ocean, Sea, Gulf, Bay, Lake, Strait, River, Continent, Island, Peninsula, Isthmus, Cape, Hill, Mountain, Valley, Plain.
3. *Climate* of the Grand Divisions of Land, as determined simply by their position with reference to the Poles and Equator.
4. *Zones*—General Vegetation and Animal Life of the same.
5. *Races*—Distribution and leading characteristics.

MAP OF NORTH AMERICA.

1. Name and Location of the Political Divisions of North America.
2. Divisions of Land:

Islands—Cuba, Hayti, Jamaica, Porto Rico, Greenland, Newfoundland.

Peninsulas—California, Yucatan, Labrador, Florida.

Isthmus—Panama.

Mountains—Rocky, Appalachian.

3. Divisions of Water:

The Oceans.

Sea—Caribbean.

Gulfs and Bays—St. Lawrence, Mexico, California, Hudson.

Strait—Behring's.

Rivers—Mackenzie's, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande.

Lakes—The Great Lakes.

Course of study to be completed by Christmas:

Grade E, to Climate.

Grade D, to Europe.

MUSIC.

After reviewing the F Grade Course, they shall be taught the extension of the scale to upper F; 3-4 and 4-4 time; whole note, eighth note, and dotted half; whole rest; the repeat; the slur, and the tie. Exercises and two-part songs involving the above, shall be practiced as contained in the Music Reader—Part Second.

GRAMMAR.

They shall be taught to speak and write correctly any sentence they may be required to use. They shall review the work of F Grade, adding the semicolon to the punctuation marks for that Grade. They shall also be taught to distinguish the subject and predicate of simple sentences; the distinction between transitive and intransitive verbs; the objects of verbs and prepositions; the kinds of nouns (common and proper); personal pronouns; the properties of nouns and personal pronouns (person, gender, number and case); and the distinction of present, past, and future time, in the use of the verb.

OBJECT LESSONS.

In this Grade classification into higher and lower orders is principally considered.

I. *Vegetable Productions.*

Fruit, grain, cotton, grass, lumber—where obtained and for what used.

II. *Animal Productions.*

Wool, leather, butter, milk, cheese, lard—how obtained, and how used.

III. *Minerals.*

Gold, silver, coal, limestone, marble, iron—how obtained and how used.

IV. *The City.*

Manufactories, stores, buildings—name and describe varieties—
comparison of city and country.

ANIMALS.

1. *Mammals.*

Most common specimens of canines compared with the dog.
Of felines compared with the cat.
Of gnawers compared with the rat.
Of thick skinned animals compared with the hog.
Of cud-chewers compared with the cow.

2. *Birds.*

Most common specimens of scratchers compared with the hen.
Of swimmers compared with the goose.
Of perchers compared with the canary.

3. *Fishes*—A few of the most familiar, for structure and habits.4. *Reptiles*—Snake, frog, or lizard, for structure and habits.5. *Plants*—Comparison of a few familiar fruit and forest trees.6. *Minerals*—Description of a few familiar stones and metals.

PROPERTIES OF OBJECTS.

1. *Color*—Standard color, hues, tints, and shades; harmony of colors.2. *General qualities*—Natural, artificial, pulverable, granular, adhesive, absorbent, liquid, solid, compressible, sparkling, opaque.

[Teachers to select the material from which to give lessons on COLOR and GENERAL QUALITIES of objects.]

COMPOSITION.

1. Pupils of this Grade shall continue the exercise of comparing, in writing, different objects, both as to qualities and uses.
2. They shall take for topics ten subjects in their course of Object Lessons, and after they have gathered, through their own observation and the aid of their teachers, all necessary information about these subjects, they shall write their compositions without any assistance whatever.
3. Pupils of this Grade shall be taught to change the form of the sentence without changing its meaning, and point out the change of meaning produced by an additional word, phrase or clause.
4. They shall continue the exercise of writing descriptions of the pictures in their reading books and also of the pictures furnished by the Board.
5. They shall have exercises in translation similar to those prescribed for pupils studying German in the two lower classes.

GRADE D—FIFTH YEAR.**STUDIES.**

Spelling, Reading, Punctuation, Penmanship, Drawing, Arithmetic, Geography, Grammar, Object Lessons, Composition, Music, German, when desired by parents.

BOOKS.

McGUFFEY's Fourth Reader, RAY's Second and Third Part Arithmetics, GUYOT's Elementary Geography, Music Reader—Part Second, FORBRIGER's Drawing Tablets, JOHNSON's Physiological Chart and Hand-Book (for teachers only).

DIRECTIONS TO TEACHERS.**SPELLING.**

Same as Grade E.

READING.

Pupils shall be required to give a full and intelligent explanation of the subject of the lesson and the words used, shall be taught to read the lesson with fluency, distinctness, and suitable modulation, and to render an oral abstract of the same as a whole. Forty selected lessons required for spelling.

PUNCTUATION.

They shall be taught to name and explain the punctuation marks in their Reading Lessons.

PENMANSHIP.

They shall be taught to write with a pen, neatly and legibly, words and sentences, from copy and at dictation.

DRAWING.

They shall take the course laid down in their tablets. Exercises in drawing curves of different kinds; the circle, oval, ellipse, spiral or scroll, and application of these exercises in ornaments, leaves, fruit and other objects.

ARITHMETIC.

Pupils shall review E Grade Course; shall complete the four fundamental rules, using numbers not exceeding 9 orders; be taught United States money, also, the hundred weight, ton, number of days in each month, quire, ream, score, dozen, gross, and the number of pounds in a barrel of flour.

Exercises in denominate numbers shall involve but two operations.

GEOGRAPHY.

Review E Grade Course.

ORDER OF STUDY OF CONTINENTS.

- I. *Location of Political Divisions and Cities.*
- II. *Divisions of Land and Water.*
- III. *Climate and Soil.*
- IV. *Productions.*
- V. *Races of People.*

NORTH AMERICA.

- 1. Political Divisions and Capitals.
- 2. Land Divisions:
 - Islands*—Cuba, Hayti, Jamaica, Porto Rico, Greenland, Newfoundland.
 - Peninsulas*—California, Yucatan, Labrador, Alaska.
 - Isthmus*—Panama.
 - Mountains*—Rocky, Appalachian.
 - Capes*—Point Barrow, Prince of Wales, St. Lucas, Sable, Race.
- 3. Water Divisions:
 - The Oceans.
 - Sea*—Caribbean.
 - Gulfs and Bays*—St. Lawrence, Mexico, California, Hudson.
 - Strait*—Behring's.
 - Lakes*—The Great Lakes.
 - Rivers*—Mackenzie's, St. Lawrence.

SOUTH AMERICA.

- 1. Political Divisions and Capitals.
 - Brazil*—Capital and Bahia.
- 2. Land Divisions:
 - Isthmus*—Panama.
 - Mountains*—Andes.
 - Capes*—Gallinas, St. Roque, Horn, Point Parina.
- 3. Water Divisions:
 - The Oceans.
 - Seas*—Caribbean.
 - Rivers*—Amazon, Madeira, Rio Negro, San Francisco, Paraguay, Parana, La Plata, Orinoco.

EUROPE.

- 1. Political Divisions, Capitals and Chief Cities.
 - England*—Capital and three of the chief cities.
 - France*—Capital and two of the chief cities.
 - Germany*—Capital and four of the chief cities.
 - Italy*—Capital and three of the chief cities.

2. Land Divisions:

Islands — Six.*Peninsulas* — Five.*Capes* — North, Finisterre, St. Vincent, Matapan.*Mountains* — Principal ranges.

3. Water Divisions:

*The Oceans.**Seas* — North, Baltic, Mediterranean, Black, Caspian.*Bay* — Biscay.*Lake* — Geneva.*Rivers* — Volga, Danube, Rhine, Elbe, Seine, Rhone, Thames.*Strait* — Gibraltar.

ASIA.

1. Political Divisions:

China — Capital and chief city.*India* — Capital and Bombay.*Arabia* — Mecca.*Japan* — Jeddo.

2. Land Divisions:

Islands — Borneo, Java, Ceylon.*Peninsulas* — India, Arabia.*Mountains* — Himalaya.*Capes* — Severo, Comorin.

3. Water Divisions:

*The Oceans.**Seas* — Japan, China, Arabian.*Bay* — Bengal.*Rivers* — Obi, Yenisei, Lena, Hoang-ho, Yang-tse-kiang, Ganges, Indus, Euphrates.

AFRICA.

1. Political Divisions:

Egypt, Morocco, Algiers, Tunis, Tripoli, Liberia, Cape Colony, and their capitals.

2. Land Divisions:

Island — Madagascar.*Isthmus* — Suez.*Capes* — Bon, Verde, Good Hope, Guardafui.

3. Water Divisions:

*The Oceans.**Rivers* — Nile, Niger, Zambese.

AUSTRALIA.

1. Australia and Capital.

2. Oceans.

ORDER OF STUDY OF STATES OF THE UNITED STATES.

- I. *Location.*
- II. *Divisions of Land and Water.*
- III. *Principal Productions.*

UNITED STATES.

1. States and their Capitals and one other chief city:
New York—Capital and four of the chief cities.
Pennsylvania—Capital and two of the chief cities.
Kentucky—Capital and two of the chief cities.
Ohio—Capital and five of the chief cities.
2. Land Divisions:
Peninsula—Florida.
Mountains—Appalachian, White, Green, Sierra Nevada, Cascade, Iron Mountain.
3. Water divisions:
The Oceans.
Bays—Delaware, Chesapeake.
Rivers—On page 29 (GUYOT'S Elementary Geography,) except Winooski, Blackstone, Housatonic.
Page 33, except Genesee, Oswego, Passaic, Shenandoah, Rappahannock.
Page 37, except Suwanee, Yazoo, Pearl.
Page 43, except Chippewa, Grand, St. Joseph, Kaskaskia, White, Osage, Green.
Page 47, except Brazos, Niobrarah, Humboldt, San Joaquin.
Lakes—The Great Lakes, Okeechobee, Great Salt.

[Points in Local Geography should be fixed in the mind of the child by referring to anything of historical or romantic interest.]

Maps to be Drawn—The United States, North America, South America, and the separate States of the United States.

GRAMMAR.

They shall review the work of the previous Grades, adding the quotation marks, the colon, and the dash, to the punctuation marks previously taught.

They shall also be taught the comparison of adjectives, the formation and comparison of adverbs, the distinction between regular and irregular verbs, and all the tenses of the indicative mode, active voice. The following prefixes shall be used in this Grade: *en, er, in, mis, out, pro, re, sub, and un.*

MUSIC.

After reviewing E Grade Course, they shall be taught the extension of the scale to lower and upper G; 3-8 and 6-8 time; the dotted quarter

note, dotted eighth note, and the sixteenth note; the eighth rest; the use of the sharp and flat as accidentals; the use of the natural; the use of *p*, *pp*, *f*, *ff*, *mf*, and to read by letter. Exercises and songs involving the above shall be practiced as contained in the Music Reader, Part Second.

OBJECT LESSONS.

In this Grade classification is carried forward and the pupils are taught to form definitions. Adaptation to habitation and mode of living is principally considered.

Mammals.

ANIMALS.

1. *Two-handed*—man.
2. *Four-handed*—ape, monkey.
3. *Flesh eaters, feline*—cat, lion, leopard, tiger, panther.
Flesh eaters, canine—dog, wolf, fox, jackal.
Insect eaters—bat, mole, hedgehog.
Amphibious—seal, walrus.
4. *Gnawers*—rat, mouse, beaver, rabbit, squirrel.
5. *Solid-hoofed animals*—horse, zebra.
6. *Cud-chewers*—cow, sheep, goat, deer, reindeer, camel.
7. *Thick-skinned animals*—elephant, hog, rhinoceros, hippopotamus.

Birds.

1. *Raveners*—eagle, owl, hawk, condor.
2. *Perchers*—canary, nightingale, sky-lark, humming-bird, mocking-bird, swallow, crow.
3. *Scratchers*—hen, turkey, dove, quail, pheasant, peacock, partridge.
4. *Climbers*—parrot, woodpecker.
5. *Runners*—ostrich.
6. *Waders*—heron, stork, ibis.
7. *Swimmers*—duck, goose, swan, pelican.

HUMAN PHYSIOLOGY.

Body,	{	Skin,	{	Use.	{	Qualities.
			{	Adaptation of quality to use.		
		Flesh,	{	Fat.		
			{	Muscles.		
		Blood,				
		Bones,	{	Head.		
			{	Trunk.		
		Nerves.	{	Limbs.		

NOTE.—Call especial attention to teeth and spinal column. Teach how to take care of them.

A short concise statement of the process of digestion, circulation, and respiration.

NOTE.—Let every opportunity be used to impress lessons on care of the body.

COMPOSITION.

1. Pupils of this Grade shall write ten compositions on subjects in their Object Lesson Course.
2. They shall be taught to write letters, simple forms of promissory notes, and bills of purchase and receipts.
3. They shall write descriptions of the pictures found in their text-books and of those furnished by the Board, and of a series of actions performed for the purpose in their presence.
4. They shall, as often as once a month, during the last half year of their course, write a composition on a subject of their own choosing, from such topics as flowers, fruits, the seasons, animals, places, sunlight, moonlight, etc. Subjects with which they are personally acquainted to be preferred, for the most part, to those they know about from reading and hearing only.

DIRECTIONS TO TEACHERS.

All full rooms in Grade D shall be divided into two classes for study and recitation in Arithmetic, Grammar and Geography, and the time allotted for these branches shall be equally divided between the classes.

RULES FOR OBJECT LESSONS.

1. Principals and teachers are to select from the grade lists, those objects which, in their judgment, are most suitable for teachers and pupils.
2. Teachers shall in no case attempt to give an object lesson without the appropriate object where practicable.
3. Each teacher shall prepare brief notes for each lesson, and at the close of the lesson, deposit said notes with the Principal, that they may serve as a basis for the oral examination of the class.
4. Teachers are forbidden from writing a lesson or any part thereof upon the blackboard until the conclusion of the lesson proper, and the commencement of the reproducing of the lessons by the pupils. The pupils alone shall give what is written.

INTERMEDIATE SCHOOLS.

GRADE C—SIXTH YEAR.

Intermediate Schools shall be composed of pupils received, upon examination, from Grade D of the District Schools, and no pupil shall be admitted or transferred into such schools unless he or she be proficient in the course of studies prescribed for the District Schools. The Principal of each school shall keep a record of all the pupils examined by him, in each study, with the results of the examination, in a separate book provided for that purpose by the Board.

STUDIES.

Spelling, Reading, Punctuation, Penmanship, Drawing, Arithmetic, Geography, Composition, Music, Grammar, Physics, German, when desired by parents or guardians.

BOOKS.

McGUFFY's Fifth Reader, RAY's Second and Third Part Arithmetics, GUYOT's Common School Geography, Young Singer's Manual, FORBRIGER's Drawing Tablets, HARVEY's Grammar, HOTZE's First Lessons in Physics (for teachers only).

SPELLING.

Pupils shall be taught to write at dictation, sentences formed from words in their Reading Lessons, or Lessons in Geography; also sentences formed from words in their Composition Course.

READING.

They shall be required to give a full and intelligent explanation of the subject of the lesson and the words used, and shall be taught to read the lesson with fluency, distinctness, and suitable modulation, and to render an oral abstract of the same as a whole. Thirty-five selected lessons shall be required for Spelling.

PUNCTUATION.

They shall be taught to name and explain the marks of punctuation and the rhetorical marks which occur in their Reading Lessons.

PENMANSHIP.

They shall be taught to write with a pen, neatly and legibly, words and sentences, from copy and at dictation.

DRAWING.

They shall practice as directed by the Teachers of Drawing.

ARITHMETIC.

They shall review D Grade Course; shall take all of Simple Reduction except Troy Weight, Apothecaries' Weight, Cloth Measure, and Circular Measure, and shall finish Common Fractions of Simple numbers, both mentally and on the slate; they shall solve mentally, problems similar to those in the first twenty-one sections of RAY'S Arithmetic, Second Book.

GEOGRAPHY.

Selected portions of the text-book.

COMPOSITION.

1. Pupils of this Grade shall be required to describe something made of, or requiring in its manufacture, iron, gold, silver, copper, tin, India rubber, wood, glass, marble, leather, wool, cotton, silk, hair, paper.
2. They shall describe some object brought from, or belonging to, a farm, garden, forest, mill, store, ship, dwelling-house, school-house, river, cave, mountain, battle-field.
3. They shall write short compositions on vapor, fog, clouds, rain, hail, thunder-storm, dew, frost, snow, ice.
4. They shall write descriptions of pictures and of actions performed in their presence.
5. They shall be taught to write letters, promissory notes, bills of purchase and receipts.
6. They shall write short biographical and historical sketches.
7. And, in a few special exercises, the correct use in composition of capitals and italics by underscores or otherwise, of parenthetical clauses, quotations, and interlineations, and the proper marks for the same, and of paragraphs and their uses.

MUSIC.

They shall review the principles as laid down in D Grade Course, and practice two-part exercises and songs in the keys of C, G, and F major and A minor.

GRAMMAR.

They shall review the work of previous grades. They shall also be taught the properties of verbs (voice, mode, number and person); the relative and interrogative pronouns.

A text-book may be used in this grade. The text-book and subject to be completed in the next two higher grades.

In all the grades, both of the District and Intermediate Schools, particular attention shall be given to the correction of false syntax, and to the construction of written sentences.

PHYSICS.

Attraction,	Cohesion,	{ Solids. Liquids.
	Gravitation,	{ Weight of solids. Pressure of water. Pressure of atmosphere. Suction pump. Barometer.
	Capillary,	{ Ascent of liquids in tubes. Sap in growing vegetables. Illustrated in the sponge, lamp-wick, sugar, etc.
Heat,	Sources,	{ Sun. Combustion. Friction.
	Expansibility of bodies. Illustrated in solids, liquids, and the air. Thermometer.	
	Change of the form of bodies by heat. Solids into liquids, and liquids into gases.	
Light,	Conducting powers of bodies. Radiation. Clothing.	
	Application of principles. Vapor, clouds, rain, thunder-storm, hail, fog, dew, frost, snow, and ice.	
	Sources,	{ The heavenly bodies. Combustion. Friction.
Light,	Refraction. Glass (prism), water, air.	
	Convex lens (burning-glass). The eye. Spectacles.	
	Reflection. Looking-glass.	
Light,	Necessary to the growth and health of vegetables and animals.	

The lessons are to be given in the simplest form possible; and, as far as practicable, by the object method. They are not designed to be exhaustive of the different subjects, but to present only their most general and obvious features.

For recorded compositions teachers are to select their own topics from any of the above.

GRADE B.**STUDIES.**

Reading, embracing Spelling, Defining, Vocal Culture, Declamation, and Analysis of words; Object Lessons; Mental and Written Arithmetic; Geography; English Grammar, with exercises in the use of language; United States History (maps shall be drawn, either as a whole or in groups, of the countries studied by the pupils); Drawing, Physics, Composition, Music and Penmanship, under the teachers of those branches; German, if desired by parents or guardians.

BOOKS.

McGUFFEY's Sixth Reader and Spelling Book; RAY's Second and Third Arithmetics; Young Singer, Part II; Young Singer's Manual; HARVEY's Grammar;* GUYOT's Common School Geography and Wall Maps; ANDERSON's Grammar School History of the United States; WURST's German Grammar; FORBRIGER's Drawing Tablets; HOTZE's First Lessons in Physics (for teachers only).

MUSIC.

Pupils in Grade B shall carefully review the Course of Study in Music in the District Schools, and practice exercises and songs in the Young Singer's Manual, in the keys of C, G, F, D, and B \flat . Singing in three parts shall commence in this Grade.

COMPOSITION.

1. Pupils of this Grade shall describe some article or object brought from England, France, China, South America, Greenland, Africa, etc.
2. The teacher shall form a list of objects, and require the pupils to describe the processes by which such objects have become what they are: such as a silk dress, a hat, a cup of coffee, a gold dollar, a book, etc.
3. They shall write compositions on their Reading Lessons, and on subjects selected from their Course in Physics, and in History.
4. They shall also write compositions on pictures found in their text-books, and on actions performed for that purpose in their presence.
5. They shall write short biographical and historical sketches.
6. Pupils shall be taught the force and effects of particles and connectives, to state facts or truths in various ways, as general, specific, absolute or conditional, true or false.
7. They shall be taught to write letters, promissory notes, bills of purchase, and receipts.

*Teachers in the Intermediate Schools are allowed the use of "MURRAY's Exercises," to accompany the authorized text-books on the subject of grammar.

PHYSICS.

- I. *Attraction*, { Electrical, lightning.
 { Magnetic, magnetic needle.
- II. *Motion, action and reaction, momentum, vibrations of water, of chords, of resonant bodies.*
- III. *Sound, musical sound.*
- IV. *Mechanical powers*, { Lever, wheel and axle.
 { Pulley.
 { Inclined plane, wedge.
 { Screw.
- V. *Properties of matter*, { Indestructibility.
 { Inertia.
 { Extension.
 { Impenetrability.
 { Divisibility.
 { Density.
 { Porosity.
 { Compressibility.
 { Elasticity.

CONDITIONS OF TRANSFER.

Pupils passing to Grade A must pass an examination in Spelling, in Orthography and Etymology in Grammar, on the History of the United States to the opening of the Revolutionary War, on Geography, on Mental Arithmetic to Section 25, and to percentage in written Arithmetic, on Composition, Drawing, Music, and Physics.

GRADE A.

STUDIES.

Reading, including Spelling, Defining, Analysis of Words, Vocal Culture and Declamation; Object Lessons, Mental Arithmetic, completed and reviewed; Written Arithmetic, completed and reviewed; Geography, completed and reviewed; United States History, Drawing, Music, Composition, German, if desired by parents or guardians.

BOOKS.

McGUFFEY's Sixth Reader and Spelling book, RAY's Second and Third Arithmetics, Metrical System of Weights and Measures, Young Singer's Manual, HARVEY's Grammar, GUYOT's Common School Geography and Wall Maps, ANDERSON's Grammar School History of the United States, QUACKENBOS' Aid to English Composition, FORBRIGER's Drawing Tablets.

MUSIC.

Pupils in this Grade shall review the Course laid down in B Grade; shall also study exercises and Songs in the Young Singer's Manual in all the keys there laid down.

PENMANSHIP.

Principals may, at their discretion, use the time now given to Penmanship in whole or in part, for any other branch of Study needing it, taking care, however, that all written exercises shall be executed with due regard to improvement in this branch.

COMPOSITION.

1. Pupils of this Grade shall be required to write compositions from their Reading Lessons, and to reproduce stories read to them or told them by the teachers.
2. They shall be required to write a sketch of what they heard, saw, read, or did yesterday, and of what they hope to do at some future time.
3. Pupils shall be required to translate the pictures and engravings exhibited to them for the purpose, into a written composition.
4. Pupils shall write descriptions of actions performed in their presence; shall turn poetry into prose; shall be taught to write business letters, also letters descriptive of places they have visited; and they shall write short, biographical sketches of some of the eminent men of our country.
5. They shall also write on subjects selected from their Course in Natural Science.

GYMNASTICS.

Shall be optional for the girls of both Grades, at the discretion of the Principal of the school.

Spelling and Definitions, as a distinct branch of study, shall be omitted from the course.

DIRECTIONS FOR TEACHERS.**HISTORY.**

The course of History in Grades A and B shall be connected with the study of Reading, and consist of the reading by the classes of the text-book in History in use, not to exceed two lessons per week. At each lesson the pupils shall be questioned in brief review of the previous lesson. Teachers are expected to make these lessons interesting, *and the pupils are required to understand thoroughly what they read.* Examinations in this subject are to be of the most general character. The other reading lessons shall be in the regular text-books in Reading, and shall not exceed two lessons per week.

COMPOSITION.

It is not designed that pupils shall write on *all* the objects named for the different Grades in the foregoing course. Teachers are expected to

exercise their own discretion in making selections from them. They will be at liberty to substitute objects outside the course for some of those named, whenever they may deem it to the advantage of their pupils to do so. They shall be careful to select such objects, particularly in the lower Grades, as shall be attractive to pupils, and may be easily described.

In all the exercises the greatest care shall be taken to have all the words used correctly spelled and their meaning understood.

The correction of mistakes in orthography and syntax, in all the Grades, shall be, as far as practicable, the work of the pupils themselves.

Teachers are especially to keep in mind that they are not, in any stage of the foregoing course, to do the work of their pupils; and that the object of the course is to train up thinkers, having forms of expression peculiarly their own—not mere copyists of the thoughts and language of others.

In Grades D, E, F and G, the amount of time given to instruction in this branch shall be so much as may be assigned in the Time-table. The time given to it in Grades A, B and C shall be at least one hour per week.

Every pupil in whose Grade composition is required to be taught, shall record, neatly, uncorrected by others, and preserve for inspection at the annual examination, at least one composition for each month of the school year.

Grammar shall be taught practically in all the Grades, in connection with composition.

MORAL INSTRUCTION.

Moral instruction must be given in all the Grades by the respective teachers, in such a manner as may be prescribed by the Principals.

TEXT-BOOKS USED

— AND —

Course of Study Pursued

IN THE

GERMAN DEPARTMENT.

DISTRICT SCHOOLS.

STUDIES.

GRADES H AND G.—Object Lessons and Language Exercises; Reading, Spelling, Writing, Singing and Drawing.

GRADES F AND E.—Object Lessons, Reading and Declamation, Spelling, Writing, Grammar, Composition, Singing and Drawing.

GRADE D.—Reading and Declamation, Spelling, Writing, Grammar and Composition.

BOOKS.

The Board to furnish movable German Letters for H grade, and pictures for the instruction in Object Lessons. The pupils shall have uniform writing books in each grade, and the following Readers:

GRADE G.—Lesebuch fuer Amerikanische Volksschulen, Part First.

GRADE F.—The same, Part Second.

GRADE E.—The same, Part Third.

OBJECT LESSONS AND LANGUAGE EXERCISES.

GRADE H.—The Object Lessons in this and the next higher Grade shall be arranged with regard to the difficulty of the sentences to be used. They shall begin with the simplest and easiest form of sentences, and gradually advance to the more difficult forms in the following order viz:

1. Names of objects, given in the form of sentences.
2. Description of objects in respect to their qualities.
3. Number of objects. Use of the plural form of nouns.
4. Description of two or more objects of the same kind in regard to their qualities.
5. Thorough review exercises in the singular and plural forms of nouns.
6. Parts of objects to be named in sentences.
7. Description of the parts.
8. Comparison of objects, in respect to their qualities.
9. Material of objects.
10. Manufacturers of different articles.
11. Place of objects, and their position in regard to other objects. Use of prepositions.
12. Actions. Use of the verbs in the different persons of the present tense.
13. Uses of things.
14. General review, *i. e.*, oral description of any object in the prescribed list, in regard to each of the above objects.
15. Short and easy stories and poems.

REMARK.—No new form of sentence should be attempted before the pupils are familiar with the use of the preceding forms.

LIST OF OBJECTS.

1. Objects in the school-room.
2. Objects in the dwelling-house.
3. Objects in the street.
4. Parts of the human body.
5. Clothing.
6. Food.
7. Some familiar animals and plants.

GRADE G.—Same as Grade H, but the exercises are to be both oral and written. Words whose orthography is too difficult for the pupils of this Grade, should be avoided in the written exercises.

GRADE F.—Domestic animals, domestic birds, a reptile, a fish, an insect, some familiar flowers, fruit, articles of food, some tools.

GRADE E.—Six familiar mammals, three birds, two reptiles, a fish, some insects.

Six to eight familiar plants and flowers. Some minerals.

GRADE D.—Explanations of the Reading Lessons.

N. B.—The subjects for Grades G, F, and E are to be selected from the respective readers.

READING.

GRADE H.—Reading by sound.

GRADE G.—Through the First Reader. Lessons 23, 36, 44, 60, 80, 121, 86, 125, 83, 110, 92, to be memorized.

GRADE F.—Through the Second Reader, omitting the last five lessons. Lessons 6, 12, 25, 31, 13, 37, 63, 73, 4, 74, to be memorized.

GRADE E.—Through the Third Reader, omitting the first part. Lessons on pages 142, 88, 40, 114, 122, 42, 128, 86, 89, 144, to be memorized.

GRADE D.—Thirty-six selected lessons in the Fourth Reader. Lessons 38, 109, 118, 12, 20, 32, 81, 84, to be memorized.

SPELLING.

GRADE. H.

1. Frequent exercises in spelling by sound, to distinguish between similar sounds.
2. Exercises in copying selected words from the black-board.
3. Dictation of sentences containing selected words.

GRADE G.—Analysis of words by sounds and by letters. Exercises in copying and dictation selected from the First Reader to be taken in the following order:

1. Same class of words as used in H Grade.
2. Long vowel sounds, indicated by silent h.
3. Long a, e, o, indicated by doubling these letters.
4. Short vowel sound, indicated by two or more final consonants.
5. Short vowel sound, without indication.

GRADE F.—Continued exercises in spelling, copying and dictation; the material to be taken from the Second Reader and to be used in the same order as in H Grade.

6. Distinction between $\frac{1}{2}$ and $\frac{1}{4}$.
7. Exercises with such combinations of consonants as are easily confounded.

GRADE E.—Continuation of the former exercises; material to be taken from the Third Reader.

8. Homophonous words.

GRADE D.

9. Letters and combinations of letters not frequently used.
10. Abstract nouns and adjectives used as nouns.

GRAMMAR.

The instruction in Grammar in the District Schools shall consist chiefly in a systematically arranged series of oral and written exercises in the correct use of the language, the material to be taken from the object and reading lessons of the respective grades with proper regard to the distinct and correct pronunciation, and to the orthography of the words used in the written exercises.

Technical terms are to be avoided as much as possible.

GRADE F.

1. Distinction of nouns, adjectives and verbs.
2. Singular and plural form of nouns in connection with the articles and the other definitive adjectives.
3. Accusative case of nouns, used as the objects of transitive verbs.
4. Genitive case of nouns in describing the parts of objects.
5. Dative case of nouns, used as the objects of certain selected verbs.
6. Comparison of adjectives.
7. Conjugation of verbs in the present tense of the indicative mode, active voice.
8. Personal pronouns in the nominative, dative, and accusative cases.
9. The following prepositions in connection with nouns and pronouns, viz: *durch, für, gegen, um, bis, mit, nach, bei, von, zu, aus, in, an, auf, über, unter, vor, hinter, neben, zwischen.*
10. Declarative, interrogatory, exclamatory, and imperative sentences.
11. Use of the period, the interrogation point, and the exclamation point.

GRADE E.

1. Review of the F Grade course.
2. Distinction of the subject, object, and predicate, in simple sentences.
3. Exercises in the different cases of nouns, in connection with adjectives.
4. Exercises in the different cases of personal and interrogative pronouns.
5. Conjugation of verbs in the present, past and future tenses of the indicative mode, active voice.
6. Exercises with a number of selected verbs, and adjectives governing the dative case.
7. Exercises with a number of selected verbs requiring an object in the accusative, and one in the dative case.

8. Exercises in the derivation of words.

- a. Formation of nouns by means of the suffixes, *er, in, chen, lein, ei*.
- b. Formation of adjectives with the suffixes, *en, ern, ig, ich, lich, bar, sam, haft*.
- c. Formation of compound words, and exercises in the definition of such words.

GRADE D.

1. Review of F and E Grade course.
2. Formation of abstract nouns from the roots of verbs, or from verbs and adjectives, by means of the suffixes, *e, ung, niß, sal, heit, feit, schaft, thum*.
3. Formation of verbs from nouns and adjectives, using the suffixes, *en, eln, ern, iren*.
4. Exercises in the derivation of words, by using the prefixes, *ge, be, er, ent, emp, ver, zer, miß*.
5. Compound words and their definitions.
6. Conjugation of verbs in all the tenses of the indicative mode, active voice.
7. Exercises with a number of selected words and adjectives governing the dative case.
8. Exercises with verbs requiring two objects.
9. Exercises with all the prepositions.

COMPOSITION.

GRADE F.—Description of subjects treated in the Object Lessons.

Descriptions of pictures.

Reproduction of stories.

GRADE E.—The same kind of exercises.

Transposition of poetry into prose.

GRADE D.—The same kind of exercises as in Grades F and E.

REMARK.—The pupils of Grade D should be frequently required to write descriptions of objects and pictures in the form of letters.

WRITING.

GRADE H.—They shall be taught to write in neat and legible hand on their slates, the letters, and any of the words which they are required to spell.

GRADE G.—They shall be taught to write with pen and ink, all the small letters and to combine them into words.

GRADES F, E, AND D.—They shall be taught to write with pen and ink, neatly and legibly, all the capitals, and words and sentences from copy and at dictation.

INTERMEDIATE SCHOOLS.

STUDIES.

GRADES B AND C.—Reading, Declamation, Orthography, Penmanship, Grammar, Composition, Translation.

GRADE A.—Reading, Declamation, Orthography, Grammar, Composition, Translation, an Abstract of the History of German Literature.

BOOKS.

GRADE C.—Uniform Writing Books, BODE's New German Fifth Reader.

GRADES A AND B.—Grammar, BECKER's *Leitfaden* (for teachers), BODE's New German Fifth Reader (for Grade B), PLATE's *Praktische Deutsche Sprachlehre*, Part II (for pupils), HAILMAN's Literary Reader, also for Anglo-American pupils, OTTO's Short Course in German and HAILMAN's Reader for beginners.

DIRECTION TO TEACHERS.

GRADE C.—*Composition and Object Lessons*.—Pupils shall be taught to write a number of descriptions, stories, and letters, and to transform poems into prose.

Reading—Twenty-four Lessons.—Pupils shall review the rules for the use of silent letters, and they shall be taught to spell any word, and to write at dictation any sentence in their Reading and Object Lessons, Compositions and Translations, and to spell such words as are alike or similar in sound, but different in orthography and signification.

Grammar.—They shall review the Course of the District Schools, and shall be taught to analyze simple, compound, and complex sentences, and to parse the words therein. In their translations they shall be taught the similarities and differences of the English and German Grammars.

Translation.—Lessons from their Reader.

GRADES A AND B.—Translations shall be made, in part, from the Exercises in PLATE's Grammar. After the Compositions have been corrected, the Model compositions prepared by the teachers are to be translated into English. In the same manner the English Compositions, after being corrected, shall be translated into German from the Model Composition furnished by the English teachers.

COURSE — OF — STUDY FOR DRAWING.

(Recommended by Committee on Drawing.)

1. The System and methods of instruction adopted by the Board of Education, will be found in the teacher's manuals to FORBRIGER'S Drawing Tablets. The different numbers will be used in the various Grades of Intermediate and District Schools as follows:

INTERMEDIATE SCHOOLS—Grade A, No. 6. Grade B, No. 5. Grade C, No. 4.

DISTRICT SCHOOLS—Grade D, No. 4. Grade E, No. 3. Grade F, No. 2. Grade G, No. 1.

2. Teachers are expected to provide themselves with manuals corresponding to the number prescribed for use in the different grades.

3. Examinations in Drawing will be held at different times during the school year. The result of each examination shall be recorded in the teacher's register opposite the pupils' names. The aggregate divided by the number of examinations had, will determine the pupil's standing in Drawing.

4. After each examination, teachers will return to the pupils all the drawings executed during the term for which the examination was held, *except the one selected for examination, which will be kept for future reference by the principal of the school.*

GRADE H.

The pupils in this Grade will use slates of uniform size for drawing.

The lessons in this Grade as in former years will consist of the following exercises:

SEPTEMBER UNTIL JANUARY.

Pupils shall be taught attitude of the body in general, proper holding of pencils, location, position and division by arranging dots into symmetrical figures beginning from the center of the slate.

JANUARY UNTIL JUNE.

The dots which the children were taught to arrange symmetrically, may now be connected with lines differing in length from $\frac{1}{2}$ to 2 inches. The pupils will be expected to draw on their slates with tolerable accuracy, simple figures developed from squares of 2 inches, at the latter part of June.

GRADE G.

SEPTEMBER 11TH TO DECEMBER 15TH.

Lessons 1 to 10 and the upper figure of lesson 11.

JANUARY 2D TO MARCH 26TH.

Finish figure 2, lesson 11, and after that, lessons 12 to 20 inclusive; omitting lessons 15 and 19.

MARCH 29TH TO JUNE 18TH.

Draw all the remaining exercises with the exception of lessons 22, 25, 29, 30, 33, 35 and 36, which the pupils may be permitted to take home for practice.

GRADE F.

SEPTEMBER 11TH TO DECEMBER 15TH.

Lessons 1 to 10, inclusive; omitting lessons 5 and 6.

JANUARY 2D TO MARCH 26TH.

Practice the drawing of squares, the sides of which are two inches, on the blank paper between lessons 10 and 11; after that, lessons 11 to 16, inclusive; omitting lesson 15.

MARCH 29TH TO JUNE 18TH.

Lessons 17 to 24, inclusive; omitting lessons 20, 23 and 25.

After completing the two large squares as indicated in page 18, select two different figures from the page opposite page 15 for repetition in these squares.

In repeating the figures contained in lessons 17 and 20, the sides of the squares ought to be 3, instead of 2 inches.

GRADE E.

SEPTEMBER 11TH TO DECEMBER 15TH.

Lessons 1 to 9 completed, and outlines of lesson 10, omitting lessons 5 and 6.

JANUARY 2D TO MARCH 20TH.

Complete lesson 10 by adding the tinting, and complete all exercises up to lesson 17, inclusive.

MARCH 29TH TO JUNE 18TH.

Complete the Course.

GRADE D.

SEPTEMBER 11TH TO DECEMBER 15TH.

Lessons 1 to 11, completed; omitting lessons 9 and 10.

JANUARY 2D TO MARCH 20TH.

Complete all exercises up to lesson 18, inclusive.

MARCH 29TH TO JUNE 18TH.

Complete the Course.

GRADES B AND C.

SEPTEMBER 11TH TO DECEMBER 15TH.

Lessons 1 to 9, inclusive.

JANUARY 2D TO MARCH 20TH.

Lesson 10 to 15, inclusive.

MARCH 29TH TO JUNE 18TH.

Lessons 16 to 24, inclusive.

GRADE A.

SEPTEMBER 11TH TO DECEMBER 15TH.

Lessons 1 to 8, inclusive.

JANUARY 2D TO MARCH 20TH.

Lessons 9 to 14, inclusive. Lessons 9, 10 and 14, may be given as a home lesson.

MARCH 29TH TO JUNE 18TH.

Finish the remaining lessons in the Tablet; lessons 20, 22 and 24, may be given as home lessons.

The blank paper will be made use of as indicated under the course laid down for the first half of the school year.

COURSE OF STUDY

— IN —

SCHOOL FOR DEAF-MUTES

FIRST YEAR.

LATHAM'S First Lessons for deaf-mutes.

SECOND YEAR.

JACOBS' Part Second (for deaf-mutes.)
Penmanship.

THIRD YEAR.

KEEP'S School Stories.
CORNELL'S First Steps in Geography.
Penmanship.

FOURTH YEAR.

GOODRICH'S Child's History of the United States.
CORNELL'S Primary Geography.
Penmanship.
Arithmetic—Simple Rules.
Composition—Simple Sentences.
Object lessons.

FIFTH, SIXTH AND SEVENTH YEARS.

CORNELL'S Intermediate Geography.
SWINTON'S History of the United States.
WATSON'S Fourth Reader.
WHITE'S Intermediate Arithmetic.
Penmanship.
Composition.
Drawing.
Object Lessons.

[The more advanced pupils to use the usual text-books in the schools.]

TEXT-BOOKS USED

— AND —

Course of Study Pursued

IN THE

CINCINNATI HIGH SCHOOLS.

GRADE D.

[The Figures opposite the several Branches of Study indicate the number of Recitations per week.]

FIRST SESSION.

CLASSICAL.	TECHNOLOGICAL.	GENERAL.
Latin 5	German or Latin..... 5	Latin or German 5
Algebra 4	Algebra..... 4	Algebra..... 4
History 4	History 4	History 4
Elocution or Composition 1	Composition or Elocution 1	Composition or Elocution 1
Drawing (optional) 1	Drawing 1	Drawing 1
Physiology 1	Physiology 1	Physiology 1

SECOND SESSION.

Same as First Session.	Same as First Session.	Same as First Session.
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Physiology to be taught by Lectures.

GRADE C.

FIRST SESSION.

Latin 5	German or Latin..... 4	Latin or German 4
Greek..... 5	French..... 4	French or Physical Geography..... 4

GRADE C—CONTINUED.

CLASSICAL.	TECHNOLOGICAL.	GENERAL.
Algebra 4	Algebra 4	Algebra or Physical Ge- ography 4
	History 3	History 3
Composition or Elocu- tion 1	Composition or Elocu- tion 1	Composition or Elocu- tion 1
Drawing (optional)..... 1	Drawing 1	Drawing 1

SECOND SESSION.

Latin..... 5	German or Latin..... 5	Latin or German 5
Greek..... 5	French..... 5	French or Rhetoric..... 5
Geometry..... 5	Geometry..... 5	Geometry..... 5
Composition or Elocu- tion 1	Composition or Elocu- tion 1	Composition or Elocu- tion 1
Drawing (optional) 1	Drawing..... 1	Drawing 1

GRADE B.

FIRST SESSION.

Latin 5	German or Latin..... 4	Latin or German 4
Greek 5	French..... 4	French or Natural His- tory 4
Geometry..... 4	Geometry..... 4	Geometry or Natural History 4
	English Literature 3	English Literature..... 3
Composition or Elocu- tion 1	Composition or Elocu- tion 1	Composition or Elocu- tion 1
Drawing (optional) 1	Drawing 1	Drawing 1
Natural Philosophy..... 1	Natural Philosophy ... 1	Natural Philosophy 1
Chemistry by Lectures.. 1	Chemistry by Lectures 1	Chemistry by Lectures.. 1

SECOND SESSION,

Latin 5	German or Latin..... 4	Latin or German..... 4
Greek..... 5	French 4	French or Geology..... 4
Trigonometry..... 3	Plane Trigonometry.... 3	Trigonometry or Bota- ny..... 3
Botany 2	English Literature..... 3	Natural Philosophy 1
Composition or Elocu- tion 1	Composition or Elocu- tion 1	English Literature..... 3
Drawing (optional) 1	Drawing 1	Composition or Elocu- tion 1
	Natural Philosophy 1	Drawing 1
Chemistry by Lectures.. 1	Chemistry by Lectures 1	Chemistry by Lectures.. 1

GRADE A.

FIRST SESSION.

CLASSICAL.	TECHNOLOGICAL.	GENERAL.
Latin..... 5	German or Latin..... 4	Latin or German 4
Greek 5	Spherical Geometry & Trigonometry 4	French or Astronomy... 4
Natural Philosophy..... 4	Natural Philosophy 4	Natural Philosophy 4
Composition or Elocution 1	Composition or Elocution 1	Composition or Elocution 1
	Literature..... 3	Literature..... 3
Drawing (optional)..... 1	Drawing 1	Drawing 1
	Book-keeping (optional) 2	Book-keeping(optional) 2
Chemistry, by lectures. 1	Chemistry, by lectures. 1	Chemistry, by lectures... 1
	Constitution of United States..... 1	Constitution of United States 1

SECOND SESSION.

Latin 5	German or Latin..... 4	Latin or German..... 4
Greek..... 5	Algebra and Review of the whole Mathematical Course 4	French or Surveying 4
Chemistry..... 4	Chemistry 4	Chemistry..... 4
	Literature..... 2	Literature..... 2
Composition or Elocution..... 1	Composition and Elocution..... 1	Composition and Elocution..... 1
Drawing (optional)..... 1	Drawing..... 1	Drawing..... 1
	Mental Philosophy..... 2	Mental Philosophy..... 2

In all Grades Rhetoric is to be taught in connection with Composition.
 Natural Philosophy and Chemistry are to be taught from a Syllabus.

REGULAR LATIN.

GRADE D.

BARTHOLOMEW'S Gradual, with Grammar.

GRADE C.

First Term—Cæsar, First 35 Sections of First Book. First 10 Exercises of ARNOLD'S Latin Prose.

Second Term—Through Second Book of Cæsar. To the 21st Exercise of ARNOLD'S Latin Prose.

GRADE B.

First Term—First Book of Æneid, with the necessary rules of Prosody. To the 31st Exercise of ARNOLD'S Latin Prose.

Second Term—Second and Third Books of the *Æneid*. To the 41st Exercise of ARNOLD's Latin Prose.

GRADE A.

First Term—First and Second Orations against Catiline, and First 10 Sections of Manilian Law. To the 45th Exercise of ARNOLD's Latin Prose and Review.

Second Term—Finish Manilian Law and the Oration for Archias.

COLLEGE LATIN.

GRADE D.

BARTHOLOMEW's Gradual, with Grammar.

GRADE C.

First Term—45 Sections of First Book of Cæsar. First 10 Exercises of ARNOLD's Latin Prose.

Second Term—Complete First Book of Cæsar, and take the Second and Third Books. From the 11th to 21st Exercises of ARNOLD's Latin Prose.

GRADE B.

First Term—First 2 Books in Virgil's *Æneid*, with the necessary Rules of Prosody. To the 31st Exercise of ARNOLD's Latin Prose.

Second Term—Third, Fourth, and Fifth Books of Virgil. Through 40th Exercise in Composition.

GRADE A.

First Term—Sixth Book of Virgil and Three Orations of Cicero. To the 45th Exercise in Composition and Review.

Second Term—Three additional Orations of Cicero and Fourth Book of Cæsar.

GREEK.

GRADE C.

First Term—BOISE's Greek Lessons to Section 29, and GOODWIN's Greek Grammar.

Second Term—BOISE's Greek Lessons completed, and the first Chapter of Xenophon's *Anabasis*, or first five pages of GOODWIN's Greek Reader.

GRADE B.

First Term—First Book of Xenophon's *Anabasis*, or first 54 pages of GOODWIN's Greek Reader. JONES' Greek Composition to 11th Lesson.

Second Term—Second and Third Books of Xenophon's *Anabasis*, or to page 94 of GOODWIN's Greek Reader, and JONES' Greek Composition to 20th Lesson.

GRADE A.

First Term—Fourth Book of Xenophon's Anabasis, or to page 112 of GOODWIN's Greek Reader, and the First Book of the Iliad. JONES' Greek Composition to 30th Lesson.

Second Term—Second and Third Books of the Iliad, omitting the Catalogue of Ships. JONES' Greek Composition completed.

COURSE OF PURE MATHEMATICS.

GRADE D.

ALGEBRA—*First Term*—All Simple Rules, including Binomial and Multinomial Theorems, Factoring complete, etc., to Greatest Common Divisor.

ALGEBRA—*Second Term*—To the Cube Root of Algebraic Quantities in the Text-book (RAY's Algebra, Part II).

GRADE C.

ALGEBRA—*First Term*—Through Quadratics.

GEOMETRY—*Second Term*—Three Books (DAVIES' Legendre).

GRADE B.

GEOMETRY—*First Term*—Through three additional books with the application of the General Scholia of the seventh and eighth books.

TRIGONOMETRY—*Second Term*—Plane and Analytical, including the Measurement of Heights and Distances.

GRADE A.

GENERAL COURSE—*Second Term*—Surveying.

TECHNOLOGICAL COURSE—*First Term*—Spherical Geometry and Trigonometry.

TECHNOLOGICAL COURSE—*Second Term*—Review of the whole Mathematical Course.

CHEMISTRY.

GRADE A.

First Session—Lectures with notes on selections from the Non-Metals and Metals of the Alkalies.

Second Session—Lectures and Recitations, on selections from the Non-Metals and Metals. Text-book at the option of the teacher.

PHYSICS.

GRADE B.

First Session—Lectures with notes, on Matter, Force, and Mechanics of Solids, Liquids, and Gases.

Second Session—Lectures with notes, on selections from Electricity, Sound, Light and Heat.

GRADE A.

First Session—Recitations and Lectures on the topics of the B Year. Text-book optional with the teacher.

PHYSICAL GEOGRAPHY.

GRADE C.

First Session—GUYOT'S Text-book, entire.

ZOOLOGY.

GRADE B.

First Session—TENNEY. The entire book.

GEOLOGY.

GRADE B.

Second Session—DANA. The entire book.

BOTANY.

GRADE B.

Second Session—Analysis of fifty Genera of Plants. Text-book, WOOD'S Botanist and Florist.

CONSTITUTION OF THE UNITED STATES.

GRADE A.

First Session—Text of the Constitution.

BOOK-KEEPING.

GRADE A.

First Session—Five Sets of Books. Double Entry. NELSON.

GERMAN—ENGLISH STUDENTS OF GERMAN.

GRADE D.

First Session—OTTO'S German Conversation: Grammar through Regular Verbs.

Second Session—OTTO, through Irregular Verbs.

GRADE C.

First Session—OTTO's German Conversation, Grammar through Part First, selections in Reading from HAILMAN's Reader, Composition.

Second Session—OTTO finished, Reading from HAILMAN's Reader, Composition.

GRADE B.

Both Sessions—SCHILLER's William Tell, Composition.

GRADE A.

Both Sessions—GOETHE's Iphigenie, Composition and Conversation.

ADVANCED STUDENTS IN GERMAN.—Pupils who have studied German through the Intermediate Schools receive instruction in German Grammar and Composition. They have exercises in translation from German into English and from English into German. Suitable pieces of poetry are analyzed and committed to memory.

FRENCH.

GRADE C.

First Session—DUFFET's Method, Part First, 12 Lessons; BRUNNER's Reader begun.

Second Session—DUFFET's Method, Part First completed; BRUNNER's Reader completed.

GRADE B.

First and Second Sessions—DUFFET's Method, Part Second completed. PYLODET's "Litterature Contemporaine."

GRADE A.

First Session—Le Bourgeois Gentilhomme (MOLIÈRE.)

Second Session—Le Misanthrope and Les Femmes Savantes (MOLIÈRE.) Composition and Conversation throughout the Course.

DRAWING.

Constructive Drawing and Designing in all the Grades. Themes and copies given by the Instructor.

GENERAL HISTORY:

GRADE D.

First Session—FREEMAN's Course, to Chapter VII.

Second Session—FREEMAN's Course, from Chapter VII to Chapter XIII.

GRADE C.

First Session—FREEMAN's Course, from Chapter XIII, completed.

ENGLISH LITERATURE.**GRADE B.**

[Selections in parentheses at the option of the teacher.]

First Session—GILMAN's English Literature, to page 96. Read the "Deserted Village," "The Traveler," "Comus," GRAY's Odes, II, III, IV, V, and (The Elegy), (Julius Cæsar).

Second Session—Finish GILMAN. Read "Merchant of Venice," "Julius Cæsar," MACAULEY's Essay on Milton.

GRADE A.

First Session—Read CHAUCER—The Prologue to Canterbury Tales. SPENCER—Three Cantos of First Book of Faerie Queene. SHAKESPEARE's Hamlet and Tempest. MILTON—First Book of Paradise Lost

Second Session—Dryden, Astrea, Redux, Alexander's Feast. Pope, selections. COWPER, Book II, Task, "To My Mother's Picture." BURNS, Cotter's Saturday Night, Daisy, etc. BYRON, Child Harold, Canto I. WORDSWORTH, Excursion, Book I. THOMPSON, selections, etc.

MENTAL SCIENCE.**GRADE A.**

First Session—ABERCROMBIE, to page 121.

Second Session—ABERCROMBIE, completed.

PHYSIOLOGY.**GRADE D.**

First Session—Lectures with notes, on Bones, Joints, Muscles, and Brain and Nerves.

Second Session—Lectures with notes, on the Senses, Circulation, Digestion, Respiration, Absorption and Secretion. ●

TEXT-BOOKS IN HIGH SCHOOLS.

BARTHOLOMEW's Latin Grammar and Gradual, all Grades.

ANDREW's Cæsar, C Grade.

FRIEZE's Virgil, B Grade.

FOLSOM's Cicero, A Grade.

ARNOLD's Latin Prose Composition, A, B and C Grades.

BOISE's First Lessons in Greek, C Grade.

GOODWIN's Greek Grammar, all Grades.

KENDRICK's *Anabasis*, C and B Grades.
BOISE's *Homer's Iliad*, A Grade.
JONES' *Greek Prose Composition*, A, B and C Grades.
OTTO's *German Grammar*, D, C and B Grades.
HAILMAN's *German Reader*, C and B Grades.
William Tell, (SCHILLER), B Grade.
Iphigenie, (GOETHE), A Grade.
DUFFET's *French Method*, Parts I and II.
BRUNNER's *Reader*, C Grade.
PYLODET's *Litterature Contemporaine*, B Grade.
MOLIÈRE, A Grade.
RAY's *Higher Algebra*, D and C Grades.
DAVIES' *Legendre*, (Geometry and Trigonometry), C and B Grades.
DAVIES' *Surveying*, A Grade.
FREEMAN's *Outlines of History*, D and C Grades.
GUYOT's *Physical Geography*, C Grade.
HART's *Rhetoric*, C Grade.
HOOKER's *Natural History*, B Grade.
GILMAN's *English Literature*, B Grade.
ABERCROMBIE's *Intellectual Powers*, A Grade.
DANA's *Geology*, B Grade.
TENNEY's *Elements of Zoology*.
PEABODY's *Astronomy*, A Grade.
WOOD's *Botany*, B Grade.
NORTON's *Natural Philosophy*, B and A Grades.
ROYSE's *American Literature*, all Grades.
ROSCOE's *Chemistry*, A Grade.
NELSON's *Book-keeping*, A Grade.
The Choralist's *Companion*, all Grades.

TIME TABLE

— FOR —

ENGLISH SCHOOLS.

<i>TIME.</i>	<i>GRADES.</i>				
	<i>H</i>	<i>G</i>	<i>F</i>	<i>E</i>	<i>D</i>
	<i>Hrs. Min.</i>	<i>Hrs. Min.</i>	<i>Hrs. Min.</i>	<i>Hrs. Min.</i>	<i>Hrs. Min.</i>
Recesses (2 per day, 15 min. each)	2 30	2 30	2 30	2 30	2 30
Opening Exercises.....	1 15	1 15	1 15	1 15	1 15
<i>STUDIES.</i>					
	<i>Hrs. Min.</i>	<i>Hrs. Min.</i>	<i>Hrs. Min.</i>	<i>Hrs. Min.</i>	<i>Hrs. Min.</i>
Object Lessons	3 00	3 00	2 30	2 00	1 00
Reading	5 00	4 00	5 00	5 00	5 00
Spelling	4 00	4 00	4 00	3 15	2 30
Writing.....	2 00	2 00	1 30	1 30	1 30
Arithmetic (Mental and Writ'n)	3 00	3 00	4 00	4 00	5 00
Drawing.....	1 30	1 00	1 30	1 30	1 30
Music	1 30	1 00	1 30	1 30	1 30
Geography .....	.....	.....	.....	1 30	2 30
Composition.....	.....	.....	1 45	2 00	1 15
Grammar.....	.....	2 00	2 00	1 30	2 00
Total	20 00	20 00	23 45	23 45	23 45

TIME TABLE

— FOR —

German-English Schools.

TIME.	GRADES.									
	H		G		F		E		D	
	Hrs. Min.		Hrs. Min.		Hrs. Min.		Hrs. Min.		H. M.	
Recesses, (two per day fifteen minutes each).....	2 30		2 30		2 30		2 30		2 30	
Opening Exercises with Music	1 15		1 15		1 15		1 15		1 15	
STUDIES.	Eng.		Ger.		Eng.		Ger.		Eng.	
	H. M.		H. M.		H. M.		H. M.		H. M.	
	H. M.	H. M.	H. M.	H. M.	H. M.	H. M.	H. M.	H. M.	H. M.	H. M.
Object Lessons	1 30	2 00	1 30	1 30	1 00	1 00	1 00	1 00	1 00	1 00
Reading	2 30	2 30	2 00	2 00	2 20	2 20	2 00	2 00	2 30	2 30
Spelling	2 00	2 00	1 30	1 30	2 00	2 00	1 30	1 30	1 30	1 30
Writing	1 00	1 00	1 00	1 00	1 00	1 00	1 00	1 00	1 30	1 30
Arith., Mental and Writ'n	2 30	.....	2 30	.....	3 00	.....	3 00	.....	4 30	4 30
Music	30	1 00	30	1 00	30	1 00	30	1 00	1 00	1 00
Drawing .....	.....	1 30	.....	1 00	.....	1 00	.....	1 00	1 30	1 30
Composition .....	.....	.....	.....	.....	1 00	1 00	50	1 20	1 00	1 00
Grammar .....	.....	.....	1 00	1 00	1 00	1 30	1 00	1 30	1 45	1 45
Geography .....	.....	.....	.....	.....	.....	.....	1 00	.....	2 30	2 30
*Translation .....	.....	.....	.....	1 00	.....	1 00	.....	1 30	.....	.....
German .....	.....	.....	.....	.....	.....	.....	.....	.....	5 00	5 00

*Translation in the H Grade to be taught in connection with Object Lessons.

TIME TABLE

— OF —

WRITING TEACHERS.

A. E. BURNETT, - - - - - *SUPERINTENDENT.*

Monday A. M., Normal School; Wednesday, Hughes High School; Friday, Woodward High School; Thursday A. M., Normal School. Balance of time given to supervision and instruction in the District and Intermediate Schools.

MARY H. STEVENSON, - - - - - *Assistant.*

<i>FIRST WEEK.</i>	<i>A. M.</i>	<i>P. M.</i>
Monday	16th District Intermediate...	2d Intermediate.
Tuesday	22d District Intermediate...	8d Intermediate.
Wednesday	21st District Intermediate...	1st Intermediate.
Thursday	25th District Intermediate...	4th Intermediate.
Friday	18th District Intermediate...	Various Districts.

<i>SECOND WEEK.</i>	<i>A. M.</i>	<i>P. M.</i>
Monday	4th District Intermediate...	2d Intermediate.
Tuesday	19th District Intermediate...	8d Intermediate.
Wednesday	17th District Intermediate...	1st Intermediate.
Thursday	24th District Intermediate...	4th Intermediate.
Friday	26th District Intermediate...	Various Districts.

CHARLES W. BELL, - - - - - *Assistant.*

[*Colored Schools.*]

Monday	Eastern	Gaines Intermediate.
Tuesday	Western	Walnut Hills.
Wednesday	Western	Gaines Intermediate.
Thursday	Eastern	Western.
Friday	Cumminsville	Walnut Hills.

TIME TABLE FOR TEACHERS OF MUSIC.

CHARLES AIKEN, - - - SUPERINTENDENT.

TIME.	AIKEN.	WILLIAMS.	ZEINZ.	SCHMIDT.	JUNKERMANN.	BRÜSELBACH.	SCHIEL.
Monday A. M.	{ Woodward and Supervision }	11th District.	{ 8th District and Normal. 1st District.	21st District.	22d District.	16th District.	19th District.
Monday P. M.		12th District.		21st District.	22d District.	5th District.	Col'd Sch'l W. Hills
Tuesday A. M.	20th District.	1st Interm.	6th District.	15th District.	{ 2d District, D Gr 2d Interm.	{ 14th District and 20th District.	20th D. } Lower Gr. 14th D. }
Tuesday P. M.	9th District.	1st Interm.	3d Intermediate.	10th District.	2d Intermediate.	4th Interm.	Western.
Wednesday A. M.	Supervision.	11th District.	{ Normal and 8th District. 3d Intermediate.	{ 2d District E, F, G, H.	24th District.	4th Interm.	25th District.
Wednesday P. M.	18th District.	7th District.		13th District.	24th District.	5th District.	
Thursday A. M.	20th District.	11th District.	1st District.	21st District.	{ 2d District, D Gr 2d Interm.	20th District.	17th District.
Thursday P. M.	9th District.	12th District.	3d Intermediate.	10th District.	2d Intermediate.	16th District.	Eastern.
Friday A. M.	{ Hughes and Supervision }	1st Interm.	6th District.	13th District.	3d District.	14th District.	Western.
Friday P. M.		1st Interm.	3d Intermediate.	15th District.	4th District.	4th Interm.	23d District.

TIME TABLE FOR TEACHERS OF DRAWING.

ARTHUR FORBRIGER, - - - SUPERINTENDENT.

The time for supervision of the work in the various schools by the Superintendent of this branch, is Monday and Wednesday, all day; Tuesday and Thursday from 1:30 until 4:00 o'clock; and Fridays from 11:00 to 12:00 o'clock, and the afternoon as shown below.

TIME.	A. FORBRIGER.	H. H. FICK.	CHR. SULLIVAN.	A. M. GRIFFITHS.	A. TOZZER.
Monday A. M.	Supervision in District and Intermediate Schools.	4th Intermediate, A.	4th Intern., B and C.	3d Intern., B and C.	2d Intern., B and C.
Monday P. M.		Supervision in the Mornington and Colored Schools, alternately.	4th Intern., B and C.	3d Intern., B and C.	2d Intern., B and C.
Tuesday A. M.	Normal School, 8:30 to 10:45. Hughes High School 11:15 to 1:30.	21st Dist., A, B and C. Gaines High School.	4th Intermediate. 25th District Intern.	3d Intern., B and C. 3d Intern., B and C.	1st Intermediate. 1st Intermediate.
Tuesday P. M.	Supervision, 1:30 to 4:00.	1st Intermediate, A. 2d Intermediate, A.	4th District Intern. 4th Intermediate.	3d Intermediate. 17th District Intern.	1st Intermediate. 1st Intermediate.
Wednesday A. M.	Supervision in District and Intermediate Schools.				
Thursday A. M.	Woodward H. School, 8:30 to 1:30.	2d Intermediate, A.	18th District Intern.	16th District Intern.	1st Intermediate.
Thursday P. M.	From 1:30 until 4:00 supervision.	1st Intermediate, A.	26th District Intern.	16th District Intern.	1st Intermediate.
Friday A. M.	Normal School 8:30 until 10:45, and 11:00 to 12:00 supervision.	3d Intermediate, A.	22d District Intern.	24th Columbia.	2d Intermediate.
Friday P. M.	Supervision.	3d Intermediate, A.	19th District Intern.	24th Pendleton.	2d Intermediate.

DAILY SALARIES

1876-'77.

Principals will arrange Salary Lists in the order of the amounts, commencing with the highest; continue the same order throughout the year, adding all *new names* at the bottom of the List.

HIGH SCHOOLS. (210 Days to the Year.)

<i>Per Annum.</i>	<i>Per Diem.</i>	<i>Per Annum.</i>	<i>Per Diem.</i>
\$2,600	\$12.881	\$1,500	\$7.143
2,200	10.476	1,300	6.180
2,000	9.524	1,200	5.714
1,900	9.048	1,100	5.238
1,800	8.571	500 (42 days).....	11.905
1,700	8.095		

DISTRICT and INTERMEDIATE SCHOOLS. (225 Days to Year.)

<i>Per Annum.</i>	<i>Per Diem.</i>	<i>Per Annum.</i>	<i>Per Diem.</i>
\$2,100	\$9 1-3	\$900	\$4
2,000	8 8-9	800	3 5-9
1,900	8 4-9	750	3 1-3
1,800	8	700	3 1-9
1,600	7 1-9	650	2 8-9
1,500	6 2-3	600	2 2-3
1,400	6 2-9	550	2 4-9
1,300	5 7-9	500	2 2-9
1,200	5 1-3	450	2
1,100	4 8-9	400	1 7-9
1,000	4 4-9		

OFFICERS. (313 Days to the Year.)

<i>Per Annum.</i>	<i>Per Diem.</i>	<i>Per Annum.</i>	<i>Per Diem.</i>
\$3,500	\$11.182	\$1,500	\$4.792
2,500	7.987	435.60	1.392

JANITORS. (313 Days to the Year.)

<i>Schools.</i>	<i>Per Diem.</i>	<i>Schools.</i>	<i>Per Diem.</i>
1st District.....	\$2.05	21st District (Sedamsville)	\$.55
2d District.....	1.60	21st District (Warsaw).....	.20
3d District.....	1.60	22d District.....	1.90
4th District.....	1.20	23d District.....	1.40
5th District.....	2.05	24th District (Columbia).....	1.35
6th District.....	2.60	24th District (Pendleton).....	1.35
7th District.....	1.60	25th District.....	1.65
8th District.....	2.05	26th District (District House) ...	1.05
9th District.....	1.60	26th District (Interm. House)...	.80
10th District.....	2.05	Mornington .....	.60
11th District.....	2.45	1st Intermediate.....	2.40
12th District.....	2.20	2d Intermediate	2.00
13th District.....	2.40	3d Intermediate	2.40
14th District (Main House).....	1.70	4th Intermediate.....	1.75
14th District (Riddle St. House) ..	.60	Woodward	2.00
15th District.....	2.05	Hughes	2.00
16th District.....	1.60	Western (Colored).....	1.60
17th District.....	1.15	Eastern (Colored).....	.75
18th District.....	1.20	Walnut Hills (Colored).....	1.00
19th District.....	1.60	Cumminsville (Colored),.....	.20
20th District.....	2.60	Store Room.....	.40
21st District (Main House).....	1.70	Public Library, per week (in- cluding engineer).....	58.067

NAMES OF TEACHERS, THEIR Salaries and Places of Residence

For the School-Year 1876-'77.

FIRST DISTRICT.

NAME.	SALARY.	RESIDENCE.
James E. Sherwood	\$1900	307 Poplar street.
Robert Kuehnert	1300	133 Buckeye street.
Maggie Burley	700	Crown street, West Walnut Hills.
Julia A. Kellogg	700	Linwood, Ham. Co., Ohio.
Ella Aldcroft	700	225 Hopkins street.
Cora V. Bartlett	700	403 Richmond street.
Jessie S. Bennett	700	108 Longworth street.
Lizzie A. Nugent	700	122 Hopkins street.
Emma F. McDonald	700	256 East Third street.
Sophie Ehlerding	700	309 Findlay street.
Clara Bailey	700	43 Ellen street.
Alice Harton	700	344 Richmond street.
M. Emily Hall	700	244 Wade street.
Mary Speiser	700	49 Elder street.
Emilie Pruess	700	67 Wade street.
Elanora Morton	650	Lewis and Central Avenue, Newport.
Ernestine Schaefer	650	200 West Court street.
Ella C. Harran	650	359 Linn street.
Emma L. Wahle	650	408 Broadway.
Dora Thiesing	600	13 East Pearl street.
Sallie S. Parks	550	375 John street.

SECOND DISTRICT.

Abram S. Reynolds	\$1900	7 Beach street, Walnut Hills.
August Roth	1300	71 Twelfth street.
Anna M. Hacking	700	7 Hathaway street.

NAMES OF TEACHERS.

NAME.	SALARY.	RESIDENCE.
Isabella M. Chapple	\$700	Chesnut st., Walnut Hills.
Margaret A. B. Stevenson ..	700	502 West Seventh street.
Augusta V. Hinckley	700	267 Clinton street.
Delia Webb	700	117 East Fifth street.
Emily Askren	700	318 West Eighth street.
Minnie Herrmann	700	23 Webster street.
Mary D. Nolan	700	120 East Fifth street.
Martha M. Clawson	700	107 Barr street.
Virginia A. Bassett	700	Northeast corner McMillan and Lane streets.
Catharine Lloyd	700	21 Barr street.
Matilda Eichenlaub	700	26 Mercer street.
Minnie Eichenlaub	650	21 Madison street.

THIRD DISTRICT.

Charles H. Evans	\$1900	89 East Fourth street.
August Roth	1300	71 Twelfth street.
Laura W. Estep	700	385 Longworth street.
Mary E. Magurk	700	28 Chestnut street.
Joanna Muller	700	498 Sycamore street.
Sarah R. Dehins	700	581 East Third street.
Maggie L. Gough	700	37 Clark street.
Kate C. Nolan	700	120 East Fifth street.
Kate J. McDonogh	700	Bellevue, Ky.
Louise W. Muller	700	498 Sycamore street.
Louise P. Bradford	700	90 Observatory Road.
Lillie S. Harman	650	540 East Third street.
Susan Klein	650	707 Race street.
Lizzie E. Gohen	650	317 Hamilton Road.

FOURTH DISTRICT.

Samuel G. Harvey	\$1900	32 Wiltach street.
Charles Graf	1300	Corner Gilbert Avenue and Nassau street.
Janet Knox	800	29 Observatory street.
Margaret Epplott	800	Milford, Ohio.
Melissa Sprague	700	239 West Fourth street.
Laura Magness	700	268 West Ninth street.
Tillie Moulster	700	512 East Front street.
Selina Wood	650	33 Ellen street.
Fannie Bloom	650	161 Clinton street.

FIFTH DISTRICT.

John Mickleborough	\$1900	Kenton street, West Walnut Hills.
Julius Fuchs	1300	413 Court street.

NAMES OF TEACHERS.

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NAME.	SALARY.	RESIDENCE.
Mary S. Chapman.....	\$700	College Hill.
Myra E. Langdon	700	Norwood.
Harriet L. Tarvin.....	700	134 Elm street.
Isabella Newhall.....	700	293 George street.
Wilhelmina Newhall.....	700	293 George street.
Ida Meyer	700	303 Poplar street.
Sarah A. Cheeseman.....	700	14 Elizabeth street.
Sallie D. Johnston	700	118 Park street.
Flora L. Meader	700	44 West Seventh street.
Belle B. Banta	700	38 McFarland street.
Matilda Meyer	700	303 Poplar street.
Julia R. Pendery.....	700	182 Laurel street.
Maria McDonogh	700	Bellevue, Ky.
Mary Conley	700	220 Water street.
Eliza Emmich	600	581 Sycamore street.
Mary Grafing.....	400	

SIXTH DISTRICT.

N. K. Royse.....	\$1900	Saunders street, Mt. Auburn
Ludolph Mechlem	1300	58 Sherman avenue.
Mary J. Hadler.....	700	23 David street.
Anna J. Freeman.....	700	47 Everett street.
Eugenia Villatte	700	130 W. Eighth street.
Abbie K. James.....	700	173 Broadway.
Martha H. Bridge	700	211 Barr street.
Maggie E. Bercau.....	700	371 Longworth street.
Ernestine Emerick.....	700	540 Race street.
Mary J. O'Keefe.....	700	90 Riddle street.
Margaret Meuttmann	700	483 Race street.
Sarah E. Hills.....	700	416 Freeman street.
Lena Theobald	700	47 Allison street.
Elizabeth Trimpe.....	700	14 Hughes street.
Kate Armstrong.....	700	418 W. Ninth street.
Nicholas Matzenbacher.....	700	106 Elder street.
Carrie Conn.....	700	Mt. Harrison.
Christina Bayer.....	700	46 Fourteenth street.
Alice Hall.....	700	82 John street.
Clementina Bleska.....	700	214 Laurel street.
Sallie E. Massey.....	650	Ludlow Ky.
Mina Piepmeyer.....	650	19 Wilson street.
Maggie Groves.....	650	114 Milton street.
Josephine Herbrick.....	500	76 Fifteenth street.
Louisa Oesterle.....	400	439 Main street.

SEVENTH DISTRICT.

Peter J. Fox.....	\$1800	171 Clinton street.
Rachel V. Wheeler.....	700	268 George street.
Carrie R. Hall.....	700	82 John street.

NAME.	SALARY.	RESIDENCE.
Jennie R. Hall.....	\$700	82 John street.
Rea J. Lewis.....	700	313 Longworth street.
Susie Armstrong.....	700	418 W. Ninth street.
Lorena B. Edgar.....	700	158 Smith street.
Lavina M. Hall.....	700	277 W. Seventh street.
Alicia Cleland.....	700	337 Court street.
Eliza D. Abraham.....	700	289 Longworth street.
Sallie Ryan.....	600	84 John street.

EIGHTH DISTRICT.

J. H. Laycock	\$1900	274 Hopkins street.
J. J. Maas	1300	178 Sycamore street.
Mary J. Finley	700	10 Hopkins street.
Mary G. Sackett	700	370 Ninth street.
Alnette Wilson	700	457 Court street.
Julia L. Hudson	700	324 Baymiller street.
Isabella Hinde	700	205 Baymiller street.
Lizzie Anderson	700	135 Poplar street.
Elfie J. Baughman	700	82 Richmond street.
Louise Montagnier.....	700	375 George street.
Sarah Harris	700	395 Seventh street.
Mary Donnelly	700	63 Webster street.
Rosa E. Nugent.....	700	122 Hopkins street.
Anna Bewley.....	700	62 Betts street.
Mary O. Hoffmeister	650	Lick Run.
Anna Winter.....	650	167 McMillan street.
Emilie Forster.....	600	458 Race street.
Mary Barnes	550	41 Fourteenth street.
Charlotte Strubbe.....	500	Oak Avenue, Mt. Auburn.
Emilie Koehnken.....	400	14 Milton street.
Adelaide Eckelmann.....	400	26 Milton street.

NINTH DISTRICT.

William S. Flinn.....	\$1900	Madeira, Hamilton Co., O.
Charles L. Nippert.....	1000	14 Betts street.
Anna M. Evans.....	700	Mt. Lookout, Ham. Co., O.
Hannah K. Dumont	700	221 Mound street.
Agnes M. Goulé	700	209 Dayton street.
Rosa J. Grossman.....	700	318 Clark street.
Bella H. Trager	700	52 Betts street.
Emma P. Grumbine	700	38 Chestnut street.
M. Duncan Barrick	700	174 Clinton street.
Annie J. Jones	550	197 East Third street.
Mollie J. Neely	550	6 Wilson street.
Emma Goettheim	550	40 Boal street.
Matilda Schweickert	400	213 Linn street.
Elizabeth M. Young.....	400	Spring street.

TENTH DISTRICT.

NAMES.	SALARY.	RESIDENCE.
H. H. Raschig	\$1900	65 Betts street.
William Schmidt	1300	469 West Liberty street.
Louise Reck	700	252 Richmond street.
Elizabeth Barton	700	173 Mound street.
Louise Bruning	700	57 Allison street.
Therese Gerten	700	235 Hopkins street.
Sarah Trotter	700	156 East Pearl street.
Mary Millard	700	291 Eastern Avenue.
Ottilie Herholz	700	415 1/2 Broadway.
Julia Christman	700	228 Clinton street.
Ernestine Toepfert	700	Walnut Hills.
Kate Bannister	700	505 Eighth street.
Mary Mayer	650	517 Elm street.
Louise Fesenbeck	650	185 Hopkins street.
Lizzie Gerten	650	235 Hopkins street.
Mary B. Paddack	650	Hartwell.
Isabella Nieman	600	32 Pleasant street.
Anna Habekotte	600	Avondale.
Augusta Wiegand	600	447 Race street.
Augusta Hermes	550	Sedamsville.
Margaret Lusby	450	365 Elm street.

ELEVENTH DISTRICT.

Wilber B. Wheeler	\$1900	Park avenue.
Adolph Leu6	1200	Laurel and Freeman streets.
LaFayette Bloom	700	161 Clinton street.
Margaret Nixon	700	170 Clinton street.
Laura O. Nixon	700	170 Clinton street.
Martha Iliff	700	184 Everett street.
Savilla Shafer	700	248 Clinton street.
Eva B. Read	700	494 Freeman street.
Addie Boyd	700	201 Mound street.
Mary D. Grant	700	145 Linn street.
Elizabeth Hauth	700	West Covington.
Eliza Barrick	700	174 Clinton street.
Alice Wilber	700	269 Clinton street.
Emma Riley	700	402 W. Seventh street.
Linda Sarson	700	181 Clark street.
Amelia Robertson	700	71 Betts street.
Julia F. Clark	700	479 Race street.
Olympia Pflueger	700	321 Wade street.
Mary Gorman	700	45 Ailanthus street.
Elise Fettweis	700	167 Hamilton road.
Cora White	700	173 York street.
Rosa Scherland	650	513 Race street.
Emma Schweickert	650	213 Linn street.

NAMES OF TEACHERS.

<i>NAMES.</i>	<i>SALARY.</i>	<i>RESIDENCE.</i>
Gertrude Brickley.....	\$650	132 Betts street.
Alice Rollwagen.....	650	65 Betts street.
Lizzie Folger.....	650	58 Betts street.
Sarah Oppenheimer.....	550	Walnut Hills.
Theresa Marshall.....	550	148 Cutter street.
Ella Hotchkiss.....	400	80 Mound street.
Lizzie Babbitt.....	400	230 Richmond street.

TWELFTH DISTRICT.

John Akels.....	\$1900	150 York street.
Hermann Voss	1300	Covington (Pike street.)
Susie Rennick	700	194 Barr street.
Mary Murray.....	700	Carthage.
Mary Hirst.....	700	Delhi.
Anna Love.....	700	89 East Fourth street.
Lida Hammitt	700	College Hill.
Belle L. Black	700	717 West Ninth street.
Mary E. Lishawa	700	359 Clark street.
Mary Eichner	700	75 Rice street.
Ella Crumpton	700	243 Hopkins street.
Pamela Savage.....	700	227 Clark street.
Mary Rennick.....	700	194 Barr street.
Sophia Euphrat.....	700	24 West Mulberry street.
Anna Strause.....	700	7 Clinton street.
Lucy Bridge	700	211 Barr street.
Carrie Hart	700	119 York street.
Dorothea Bayer.....	700	46 Fourteenth street.
Sallie B. Owens.....	700	469 West Seventh street.
Mary Hand	700	205 Barr street.
Emma Lier.....	700	11 Western avenue.
Agnes Ashman	600	320 Linn street.
Louisa Schliffer.....	600	64 West Mulberry street.

THIRTEENTH DISTRICT.

August H. Bode	\$1600	77 Everett street.
Joseph Grever.....	1300	244 Court street.
Fannie H. Kelly.....	700	57 Laurel street.
Emma Villatte	700	130 West Eighth street.
Julia Hubbard	700	Burnet House.
Martha Jenkins	700	99 East Fourth street.
Paulina Schmale.....	700	507 Elm street.
Amelia F. Smith.....	700	73 Betts street.
Laura F. Platts	700	44 West Seventh street.
Helen J. Wolfe	700	267 Clinton street.
Belle Casey	700	167 West Seventh street.
Amelia Zeuner	700	108 Boal street.
Wilhelmina Roos	700	150 York street.

<i>NAMES.</i>	<i>SALARY.</i>	<i>RESIDENCE.</i>
Fannie S. Schultz	\$700	99 East Liberty street.
Juliana Biere.....	700	170 Court street.
Isabella Aldcroft.....	700	225 Hopkins street.
Wilhelm Fuendeling.....	700	30 Allison street.
Julia Harris	650	101 Providence street,
Jennie Biemann	650	12 East Mulberry street.
Mary Dressel	600	382 Elm street.
Alan Sanders.....	600	Madisonville.
Maggie Kohlmann.....	550	587 Sycamore street.
Tillie Lambur	400	472 Court street.

FOURTEENTH DISTRICT.

John B. Scheidémantle.....	\$1900	452 Freeman street.
Herman Voss.....	1300	Covington, Ky.
Althea Miller.....	700	91 Clinton street.
Barbara Smith.....	700	447½ W. Liberty street.
Frances Grover.....	700	19 Gest street.
Mattie Heddrington.....	700	324 Wade street.
Clara Looker	700	576 Freeman street.
Ellen M. Tice.....	700	205 Western avenue.
Caroline Habbert.....	700	255 Hopkins street.
Josephine Bleska.....	700	214 Laurel street.
Sallie C. Osmus.....	700	31 Everett street.
Mary Bleska.....	700	214 Laurel street.
Lizzie M. Bailey	700	175 Laurel street.
Helen M. Russell.....	700	Maplewood, Ohio.
Albertina Friedeborn.....	700	150 York street.
Clara Schmidt.....	700	65 Twelfth street.
Hermine F. Berold.....	650	387 Vine street.
Matilda Speiser.....	600	49 Elder street.
Annie B. Tidball.....	600	304½ Wade street.
Anna McNamara.....	600	Maplewood, Ohio.
Lena Bohling.....	550	100 Poplar street.
Anna K. Stewart.....	400	332 W. Seventh street.

FIFTEENTH DISTRICT.

William Mueller.....	\$1900	103 East Liberty street.
John Goebel	1300	35 Mulberry street.
Jennie H. Jones.....	700	142 York street, Newport, Ky.
Louisa Johnston.....	700	216 Auburn street.
Christina Wachsmuth.....	700	9 Boal street.
Emma Glatz.....	700	Ohio avenue.
Mina Lotter	700	592 Sycamore street.
Eliza Winklemann.....	700	421 Walnut street.
Mary Smith	700	217 Saratoga street, Newport, Ky.
Samantha Craig.....	700	16 Covington avenue, Covington, Ky.

NAMES.	SALARY.	RESIDENCE.
Amelia Baenninger	\$700	50 Oliver street.
Gerhardine Willson	700	35 East Mulberry street.
Louisa Walther	700	47 Elder street.
Therese Neumeyer	700	48 Dayton street.
Henriette Funk	700	75 Milton street.
Ida B. LeMonde	700	235 Taylor street, Newport, Ky.
Ida Kellum	700	8 Wilson street.
Bernardine Eppens	700	Ludlow avenue, Corryville.
Ella Thompson	650	238 Clark street.
Margaret Thilly	650	136 Milton street.
Alfred Herholz	600	66 Dayton street.
Lulie Benninger	600	485 Elm street.
Annie M. Goodloe	600	119 Central avenue.
Augusta Salevsky	550	134 Milton street.
Emma Winter	500	1 Whiteman street.

SIXTEENTH DISTRICT.

Wm. Edwin Orr	\$1800	462 West Ninth street.
Albert Kohnke	1300	1145 Vine street, Corryville.
Louise D. Horsley	800	Northern avenue, Mt. Auburn.
Matilda A. Love	800	83 East Fourth street.
Sarah V. Groff	800	44 West Seventh street.
Nettie Fillmore	700	265 Eastern avenue.
Almira B. Starbuck	700	Northern avenue, Mt. Auburn.
T. Lizzie Horsley	700	Northern avenue, Mt. Auburn.
Anna M. E. Thole	700	289 Columbia street, Newport, Ky.
Adaline Meader	650	44 West Seventh street.
Ida Schaefer	650	Southwest corner Richmond and Mound streets.
Sallie C. Moers	550	18 Arch street.
Marion B. Leach	550	98 Clinton street.

SEVENTEENTH DISTRICT.

John S. Highlands	\$1900	503 Eastern avenue.
Henry Geismar	1300	272 George street.
Emma McCloy	800	15 Scott street.
Laura Smith	700	579 West Eighth street.
Hattie Nash	700	Mt. Lookout.
Virginia Mulholland	700	405 Plum street.
Lydia Cranston	650	Mt. Lookout.
Laura Price	650	12 Hathaway street.
Anna S. Garnes	650	63 Maple street.
Alice Mulholland	600	405 Plum street.

EIGHTEENTH DISTRICT.

<i>NAMES.</i>	<i>SALARY.</i>	<i>RESIDENCE.</i>
E. N. Clopper	\$1900	College Hill pike, 25th Ward.
Chas. P. Belknap	1000	217 Western avenue.
Chas. E. Wolfradt.....	1000	Corner Jones and Liberty streets.
Eva H. Price	750	359 Clark street.
Josephine Doering.....	700	170 McMicken avenue.
Sara C. McLean.....	700	110 York street.
Selina C. Becker	650	313 Clark street.
Katie E. Borger.....	600	29 Stark street.
Louise A. Becker	550	313 Clark street.
Margaret Reardon	500	90 Riddle street.
Laura B. Talbott.....	400	45 Clinton street.

NINETEENTH DISTRICT.

Albert G. Wetherby	\$1900	Hackberry street.
Henry Lageman	1300	Chase avenue.
Angeline L. Odum	800	Woodburn avenue.
Alice May Campbell	700	Church street.
Priscilla Beekley.....	700	364 Clark street.
Hannah Donovan.....	400	224½ Broadway.

TWENTIETH DISTRICT.

Thomas M. Dill	\$1900	111 Poplar street.
Martin Dell	1300	304 Baymiller street.
Jemima Goforth	700	Green Township.
Alice Mooney.....	700	1739 Eastern avenue.
Mary Taylor.....	700	89 East Fourth street.
Mary Haarstrick.....	700	353 West Fifth street.
Fannie Crumpton	700	243 Hopkins street.
Sophie Ritter	700	182 Walnut street.
Mahala Barrick.....	700	174 Clinton street.
Amelia Eichenlaub.....	700	21 Mercer street.
Emma Wilcox.....	700	328½ Linn street.
Pauline Schweitzer	700	North-west corner Court and Main streets.
Alice Roseboom.....	700	29 Chestnut street.
Lina Gleich.....	700	114 Thirteenth street.
Adena Williams	700	357 Clark street.
Amela Kusterer	700	46 Fourteenth street.
Ella Halley.....	700	116 Dudley street.
Ella Wilson.....	650	154 Linn street.
Laura Heinrich.....	600	31 Price street.
Carrie Barrington.....	600	390 Longworth street.

<i>NAMES.</i>	<i>SALARY.</i>	<i>RESIDENCE.</i>
Sarah Anderson.....	\$500	172 Poplar street.
Bertha Franken	500	476 Linn street.
Emma Parry	400	145 Poplar street.

TWENTY-FIRST DISTRICT.

G. W. Oyler.....	\$1900	Southside.
Charles S. Mueller	1300	Storrs.
Casper Grome	1200	Corryville.
Henry Ittig.....	900	Sedamsville.
Anna Brown.....	800	2 Hopkins street.
Anna Reilley.....	800	231 Richmond street.
Anna S. Wadsworth.....	700	Storrs.
Helen Theis.....	700	145 Mulberry street.
Mary E. Giebelers.....	700	93 Richmond street.
Mrs. Mary McBirney.....	700	Storrs.
Lizzie Kolker.....	700	East Walnut Hills.
Hugo Haenger.....	700	Storrs.
Mary J. Konnersman.....	700	Storrs.
Lottie Hermes.....	700	Sedamsville.
Carrie Haehn.....	650	East Fairmount.
Mary Russell ..	650	302 West Fourth Street.
Emma Huene.....	650	Storrs.
Caroline Herms.....	600	Sedamsville.
Edna Smith.....	550	42 West Fourth street.
Ella Mulholland.....	550	405 Plum street.

TWENTY-SECOND DISTRICT.

George W. Nye.....	\$1900	Gilbert avenue, between Curtis and Nassau streets, Walnut Hills.
Joseph H. Hoffman	1300	9 McMillan street, Walnut Hills.
Henry Lageman	1300	Woodburn avenue, Wood- burn.
Fannie E. Ford.....	800	Kemper lane, Walnut Hills.
Christina Williamson	800	Lane Seminary, Walnut Hills.
Sarah C. Stubbs	800	Elm street, Walnut Hills.
Kate White	750	73 Observatory street, Mount Adams.
Linda A. McGuire	700	Lane Seminary, Walnut Hills.
Emily C/ Nye	700	Gilbert avenue, between Curtis and Nassau streets, Walnut Hills.
Ada Stubbs.....	700	Elm street, Walnut Hills.
Emma M. Wright	700	May street, Walnut Hills.

<i>NAMES.</i>	<i>SALARY.</i>	<i>RESIDENCE.</i>
Elizabeth Hicks	\$700	Chatham street, Walnut Hills.
Mary L. Hancock.....	600	559 Seventh street.
Charlotte Gibson	600	23 Laurel street.
M. Louise Armstrong	550	185½ Barr street.
Lizzie Shields.....	550	161 Baymiller street.
Mary Bowman.....	400	Gilbert avenue, between Locust street and Kemper lane, Walnut Hills.
Emma Perkins	400	Chapel street, between Park avenue and Elm street, Walnut Hills.
Elizabeth A. Poskey	400	Everett street.

TWENTY-THIRD DISTRICT.

Henry Doerner.....	\$1900	444 Broadway.
Celia Doerner	700	444 Broadway.
Geo. F. Braun	700	43 McMicken avenue.
Sarah Corkhill.....	700	669 Sycamore street.
Alvina Penterman	650	12 Orchard street.
Pauline Kusterer	600	46 Fourteenth street.
Lina Roth.....	600	557 Race street.
Sophia Hanhart	550	69 Milton street.
Cecilia Becht	400	62 Webster street.

TWENTY-FOURTH DISTRICT.

Richard C. Yowell	\$1900	Mt. Lookout.
Ernest Retsch	1200	Railroad street, Columbia.
J. R. P. Brown.....	1000	Railroad street, Columbia.
Sarah J. Niles	800	Corner McCollough street and New Richmond turnpike.
Ora E. Dolbear	750	Wesleyan avenue.
Carrie E. Norris	700	Plainville, Hamilton Co.
Amelia Browne.....	700	Corner Main and Railroad avenue, Columbia.
Kate W. Gowdy	700	Corner Main and Railroad avenue, Columbia.
Emma Jones	700	1311 Eastern avenue.
Dora Matthews.....	650	174 Barr street.
Amanda Lynch.....	600	188 Richmond street.
Mary A. Demarest	600	384 Hopkins street.
Lizzie McCluskey	600	Torrence road.
Ella Leen	550	1171 Eastern avenue.
Adelaide Hufty.....	550	398 Freeman street.
Rosa M. Fry.....	500	Camp Dennison.

MORNINGTON SCHOOL.

<i>NAMES.</i>	<i>SALARY.</i>	<i>RESIDENCE.</i>
Joshua J. Childs.....	\$1300	Oakley.
Betty Wilson.....	650	457 Court street.
Elizabeth Little.....	400	45 Kilgour street.

TWENTY-FIFTH DISTRICT.

S. L. Miner.....	\$1900	Central avenue, Fairmount.
Laura H. Emery....	800	457 Court street.
Caroline Koehne	800	Harrison pike, Fairmount.
Alice M. Horner.....	750	383 Longworth street.
Abbie Keene	700	215 West Seventh street.
Mary H. Smith	700	Irwin street, Fairmount.
Anna W. Schliffer	700	64 Mulberry street.
Ada M. Wheeler.....	700	268 George street.
Rosa Kronenberg	700	Harrison pike, Fairmount.
Maria McAvoy	650	96 Celestial street, Mt. Adams.
Lizzie Burnett	400	341 Court street.
Emma Schell	400	439 Main street.

TWENTY-SIXTH DISTRICT.

M. S. Turrill	\$1900	Hamilton pike, 25th Ward.
Isaac H. Turrell.....	1500	Lingo street, 25th Ward.
Frederich Conrad.....	1300	Apple street, 25th Ward.
Edward S. Peaslee	900	Langland street, 25th Ward.
Mary Hill	800	Mt. Healthy, Hamilton Co.
Carrie S. Hammitt	700	College Hill, Hamilton Co.
Marion Henderson.....	700	Langland street, 25th Ward.
Bertha Grabert.....	700	Hamilton pike, 25th Ward.
Sallie Nunneker	650	196 West Front street.
Carria L. Peters.....	650	261 Findlay street.
Matilda L. Walke.....	650	199 Pleasant street.
Ella Stickney.....	600	Madeira, Hamilton Co.
Daisie J. McElwee	550	53 Harrison street.
Mary A. Bohlander	500	79 Charlotte street.
Frieda Bischoff	400	Apple street, 25th Ward.

FIRST INTERMEDIATE.

G. A. Carnahan.....	\$2100	Wyoming, Hamilton Co., Ohio.
J. P. J. DeBeck	1500	290 Poplar street.

NAMES.	SALARY.	RESIDENCE.
Gottlieb Mueller.....	\$1500	Fairmount.
John Wentzel	1300	169 Dayton street.
Sarah Schoonmaker.....	800	98 Fourteenth street.
Mary P. Ashton.....	800	631 Seventh street.
Phebe Logan	800	112 Richmond street.
Jane T. Harle	800	285 Richmond street.
Mary E. King.....	800	113 Seventh street.
Nancy E. Bridge.....	800	211 Barr street.
Henrietta Reuschel	800	476 Race street.
Harriet L. Shrom	800	Covington, Ky.
Sarah C. Hill	800	454 Court street.
Martha Lewis.....	800	173 Mound street.
Anna M. Hunter.....	800	452 Freeman street.
Martha Weidman.....	800	603 Seventh street.
Emma Shrom.....	800	Covington, Ky.
Louisa Turner	800	
Emma Crumpton	750	243 Hopkins street.
Mary A. Sawyer	700	215 Seventh street.

SECOND INTERMEDIATE.

W. A. Fillmore	\$2100	Corner Beech and Locust streets, Walnut Hills.
D. C. Orr.....	1500	462 West Ninth street.
C. J. O'Donnell.....	1300	52 Clark street.
Louis Rothenberg	1400	193 Everett street.
Louise A. Sackett.....	800	370 West Ninth street.
Emily A. Johnson	800	89 East Fourth street.
Margaret R. McCormick	800	405 Richmond street.
Augusta A. Hoyt	800	98 Fourteenth street.
Mary F. Harwood	800	Ludlow, Ky.
Emily A. Callaghan.....	800	Klein street, East Walnut Hills.
Louise V. Stewart.....	800	Auburn avenue, Mount Auburn.
Martha S. Williamson.....	800	245 West Ninth street.
Nora J. Heddrington.....	800	324 Wade street.
Belle Woods	800	243 West Ninth street.
Mary A. Bray	800	153 Court street.
Maria J. Flynn	800	12 East Sixth street.

THIRD INTERMEDIATE.

Edward H. Prichard.....	\$2100	52 Dayton street.
Ernst A. Renner.....	1500	421 Main street.
Henry Poeppelmann.....	1500	583 Sycamore street.
Wm. C. Dunkhorst	1300	181 Saratoga street, Newport, Kentucky.
Michael Kneiss.....	1300	149 East Liberty street.

NAMES OF TEACHERS.

<i>NAMES.</i>	<i>SALARY.</i>	<i>RESIDENCE.</i>
Mary Benninger	\$800	485 Elm street.
Fannie M. Plumer	800	Price's Hill.
Lizzie R. Hervey	800	Southwest corner Ninth and Sycamore streets.
Dora James	800	173 Broadway.
Maggie Brown	800	2 Hopkins street.
Mary Melsheimer	800	47 Everett street.
Rebecca G. Lyle	800	119 Everett street.
Anna E. Blecker	800	134 Elm street.
Abbie Black	800	106 Barr street.
S. Harriet Evans	800	27 Wesley avenue.
Louise Diekmeyer	800	63 Fifteenth street.
Mary E. Clark	750	479 Race street.
Lottie Strunk	600	23 Abigail street.

FOURTH INTERMEDIATE.

George F. Sands	\$2100	Madisonville, Hamilton Co.
Benjamin M. Weed	1500	411 West Sixth street.
Arnold Speiser	1500	30 Findlay street.
Christopher F. Rapp	1200	232 Laurel street.
Ada Moyer	800	309 Poplar street.
Rachel Carson	800	Gilbert avenue and Locust street.
Fanny Gorman	800	45 Ailanthus street.
Maggie Cameron	800	412 Baymiller street.
Evelyn McComas	800	Mt. Auburn.
Mary E. Dunaway	800	364 West Fourth street.
Dorothea Fritsch	800	68 David street.
Louise M. Garretson	800	567 Seventh street.
Mary B. Meltzer	800	353 Baymiller street.
Lizzie M. Peirce	750	403 Richmond street.

HUGHES HIGH SCHOOL.

E. W. Coy	\$2600	College Hill.
Jacob H. Bromwell	2000	Wyoming.
M. W. Smith	1800	Bond Hill.
H. B. Furness	1700	Harvey avenue.
Andrew F. West	1500	422 West Seventh street.
Theodore Diemer	1300	Mt. Auburn.
Augusta M. Hawley	1200	89 East Fourth street.
Clara B. Jordan	1200	487 West Ninth street.
Ellen M. Patrick	1200	215 West Seventh street.
Jane Howison	1100	Tusculum.
Josephine Horton	1100	Wyoming.

WOODWARD HIGH SCHOOL.

<i>NAMES.</i>	<i>SALARY.</i>	<i>RESIDENCE.</i>
George W. Harper	\$2600	Gilbert avenue, Walnut Hills.
Chauncey R. Stuntz.....	2200	Gravelotte.
George W. Smith	2000	Southeast corner Fourth and Central avenue.
William H. Pabodie.....	2000	Wyoming.
E. O. Vaile	1900	95 West Eighth street.
Mary E. White	1200	66 Franklin street.
Henrietta Walker.....	1200	52 Betts street.
Sarah L. Brooks.....	1200	111 Clinton street.
Lucy B. Tingley	1200	Camp Washington.
Kate Reuschel.....	1200	476 Race street.
F. C. Gorés	1100	140 Milton street.

WOODWARD AND HUGHES.

Bertha E. Metz (French)..	\$1500	400 Richmond street.
Charles Aiken (Music)	500	College Hill.

GAINES HIGH SCHOOL.

Peter H. Clark	\$2100	219 Laurel street.
Lewis D. Easton	1500	262 West Seventh street.
Samuel W. Clark	1000	25 Harrison street.
Joseph Euphrat	800	25 Jackson street.
Arabella G. Russell	800	101 Clinton street.
Ernestine L. Clark.....	700	219 Laurel street.
Melissa Hunster	700	Chapel street, Walnut Hills.
Virginia L. Williams.....	700	102 Clinton street.
Sarah A. Werles	650	143 East Eighth street.
Fannie Cole	650	137 Mound street.
Ethlinda Porter.....	600	314 West Court street.
George H. Jackson.....	600	148 West Eighth street.
Eunice Stone.....	550	115 Mound street.

COLORED DISTRICT.

William H. Parham..	\$1900	Chapel avenue, Woodburn.
George H. Bailey.....	700	74 Pleasant street.
Luella Brown.....	700	83 East Fifth street.
Mosella Wilson.....	550	Avery street.
Elvira A. Willis.....	700	Park avenue, Walnut Hills.

NAMES OF TEACHERS.

<i>NAME.</i>	<i>SALARY.</i>	<i>RESIDENCE.</i>
Andrew J. DeHart.....	700	118 Richmond street.
Sarah G. Jones.....	650	Willow street, Walnut Hills.
Mattie E. Peyton.....	550	Monroe avenue, Avondale.
Philip J. Ferguson.....	700	Chestnut street, Wal. Hills.

TEACHERS OF DRAWING.

Arthur Forbriger	\$2100	239 Poplar street.
Henry H. Fick.....	1500	271 Poplar street.
Christina Sullivan.....	800	305 Richmond street.
Anna M. Griffith.....	800	335 Longworth street.
Augusta Tozzer.....	750	Cumminsville.

TEACHERS OF MUSIC.

Charles Aikens.....	\$2100*	College Hill.
Victor Williams.....	1800	308 Eighth street.
J. L. Zeintz.	1800	50 Clay street.
J. Schmidt	1800	Corner Twelfth and Vine sts.
G. F. Junkermann.....	1800	Mt. Lookout.
H. J. Brusselbach.....	1800	29 Jackson street.
Wendel Schiel.....	1200†	306 Court street.

TEACHERS OF PENMANSHIP.

A. E. Burnett.	\$2000‡	Walnut Street House.
Mary H. Stevenson.....	1000	502 West Seventh Street.
Charles W. Bell.....	1000	76 Pleasant street.

NORMAL SCHOOL.

Delia A. Lathrop.....	\$2000	Wes. College, Wesley avenue.
George H. Borger	1600	119 Mulberry street.
Helen E. Thorndick	1000	Covington, Ky.
Clara A. Burr.....	1000	10 Hopkins street.
Pauline Rulison	1000	North Bend, Ohio.
Johanna Huising	800	263 Clark street.

DEAF-MUTE SCHOOL.

Robert P. McGregor	\$1100	Newport, Ky.
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* Including High Schools. † For 3½ days each week. ‡ Including High Schools.

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